



USAID | **SENEGAL**
DU PEUPLE AMERICAIN

ANNUAL REPORT YEAR 3

Year 3: October 1, 2018 to September 30, 2019

LECTURE POUR TOUS

Submitted: October 31, 2019

Contract Number: AID-OAA-I-14-00055/AID-685-TO-16-00003

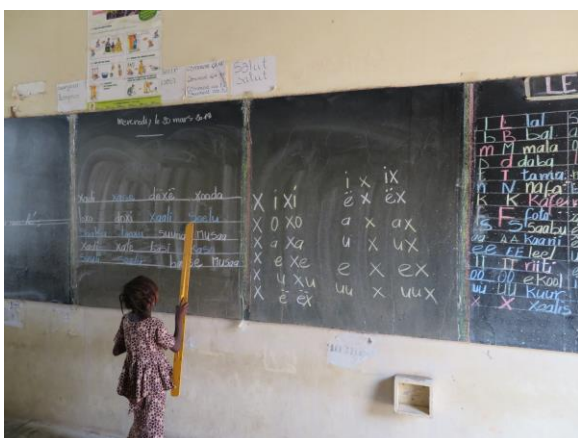
Activity Start and End Date: October 26, 2016 to July 10, 2021

Total Award Amount: \$71,097,573.00

Contract Officer's Representative: Kadiatou Cisse Abbassi

Submitted by: **Chemonics International**
Sacré Coeur Pyrotechnie Lot No. 73, Cité Keur Gorgui
Tel: 221 78585 66 51
Email: agaldames@chemonics.com

ANNUAL REPORT YEAR 3



1. Top left: Lecture Pour Tous staff modeling how to facilitate a parent dialogue in Saint Louis, June 2019; photo credit: Lecture Pour Tous.
2. Bottom left: Grade I, or *Cours d'Initiation (CI)*, student at El Hadj Amadou Cissé school in Kaolack, March 2019; photo credit: Lecture Pour Tous.
3. Top right: Minister of National Education, Mamadou Talla, delivers a speech in support of the use of national languages for early grade reading at the opening ceremony of the *Semaine Nationale de l'Alphabétisation*, National Literacy Week, Mbour, September 2019; photo credit: Lecture Pour Tous.
4. Bottom right: Year 4 Work Planning workshop participants engaged in group work to review the draft annual work plan, and adjust activities as needed, Saly, August 2019; photo credit: Lecture Pour Tous.

Contracted under AID-OAA-I-14-00055/AID-685-TO-16-00003

Lecture Pour Tous

DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government.

ACRONYMS

ADSE	<i>Approche Déconcentrée de Suivi Educatif</i>
AME	<i>Association Mères d'Elèves</i>
AMELP	Activity Monitoring, Evaluation, and Learning Plan
CAP	<i>Cellule d'Animation Pédagogique</i>
CBO	Community-Based Organizations
CEI	<i>Cours Élémentaire I</i>
CGE	<i>Comité de Gestion d'Ecole</i>
CI	<i>Cours d'Initiation</i>
CLSP	Community Literacy Support Plan
CM	<i>Community Mobilizer</i>
CODEC	<i>Collectif des directeurs d'école</i>
CP	<i>Cours Préparatoire</i>
CRFPE	<i>Centre Régionaux de Formation des Personnels de l'Education</i>
DALN	<i>Direction de l'Alphabétisation et des Langues Nationales</i>
DEE	<i>Direction de l'Enseignement Élémentaire</i>
DFC	<i>Direction de la Formation de la Communication</i>
DPRE	<i>Direction de la Planification et de la Réforme de l'Education</i>
DQA	Data Quality Assessment
DRH	<i>Département des ressources humaines</i>
DRTS	<i>Direction Radio Télévision Scolaire</i>
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
ELAN	<i>Ecole et langues nationales en Afrique</i>
G2G	Government to Government
IA	<i>Inspection d'Académie</i>
ICT	Information and Communication Technology
IEF	<i>Inspection de l'Education et de la Formation</i>
IFEF	<i>Institut de la Francophonie pour l'éducation et la formation</i>
INEADE	<i>Institut National d'Etude et d'Action pour le Développement de l'Education</i>
INEFJA	<i>Institut national d'Education et de Formation des Jeunes Aveugles</i>
KAP	Knowledge, Attitudes, and Practices
LEMA	Local Education Monitoring Approach
MEL	Monitoring, Evaluation, and Learning
MEN	<i>Ministère de l'Education Nationale</i>
MOHEBS	<i>Modèle harmonisé de l'éducation bilingue du Sénégal</i>
MPSAS	<i>Association pour le Progrès Social des Aveugles du Sénégal</i>
M-TEW	Mobile Teaching EveryWhere
NGO	Non-Government Organization
PAQUET	<i>Programme d'Amélioration de la Qualité, de l'Equité et de la Transparence</i>
RF-MERL	Rapid Feedback Monitoring, Evaluation, Research and Learning
SBCC	Social and Behavior Change Communication

SIMEN	<i>Système d'Information du Ministère de l'Education Nationale</i>
SNEB	<i>Semaine Nationale d'Education de Base</i>
SNA	<i>Semaine Nationale de l'Alphabétisation</i>
SSME	Snapshot of School Management Effectiveness
UCGE	<i>Union des Comités de Gestion d'Ecole</i>
USAID	United States Agency for International Development

TABLE OF CONTENTS

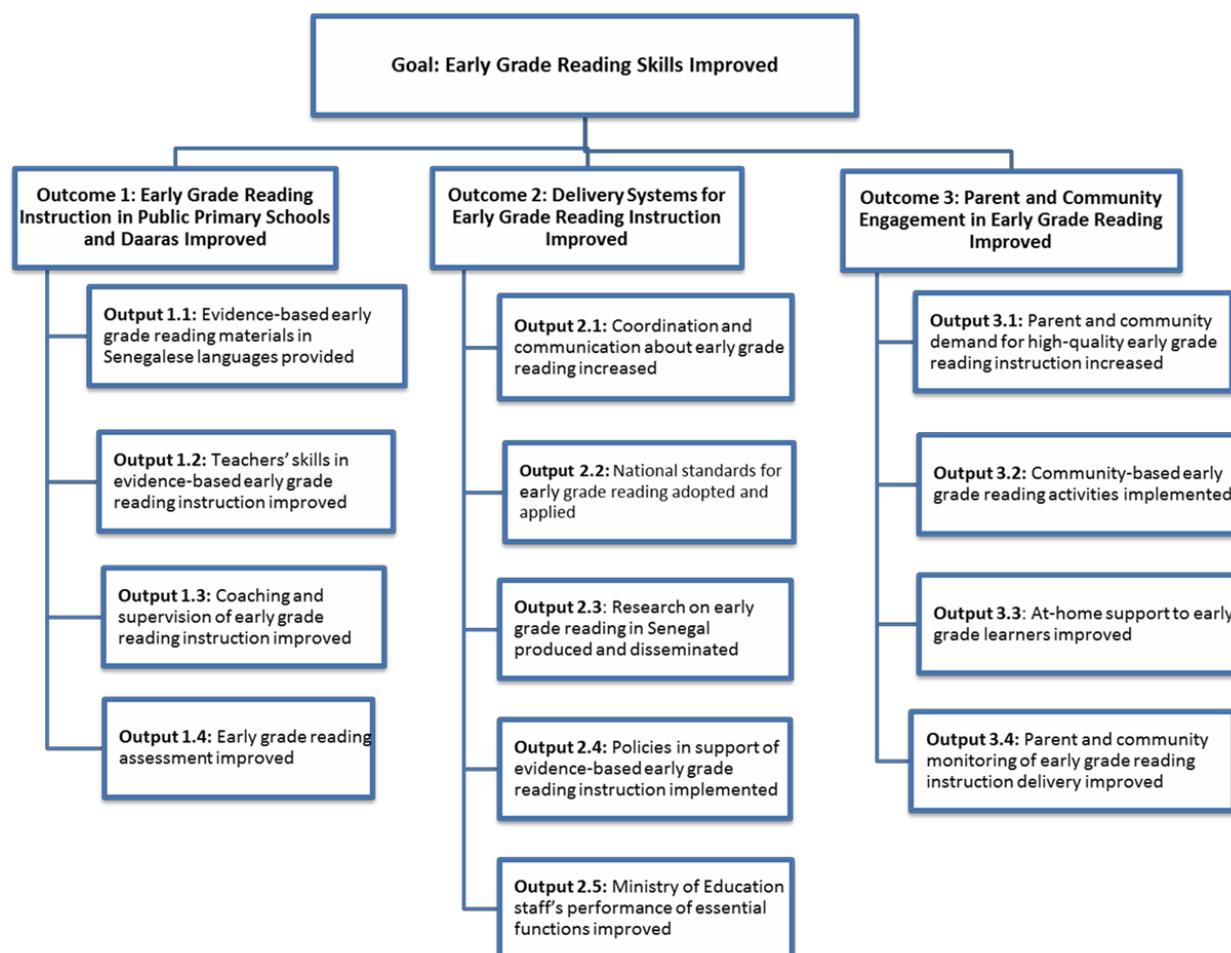
I.	INTRODUCTION	6
A.	PROGRAM OVERVIEW	6
B.	RESULTS FRAMEWORK.....	6
2.	PERFORMANCE, CHALLENGES AND LESSONS LEARNED.....	7
A.	OVERVIEW.....	7
B.	PERFORMANCE.....	9
C.	CHALLENGES	38
D.	LESSONS LEARNED	41
3.	ENVIRONMENTAL COMPLIANCE.....	42
4.	PARTNERSHIPS AND COLLABORATIVE EFFORTS.....	42
A.	GOVERNMENT OF SENEGAL:.....	42
B.	CIVIL SOCIETY	43
C.	PRIVATE SECTOR.....	43
D.	OTHER DEVELOPMENT PARTNERS	43
5.	ANALYTICAL WORK, EVALUATIONS, AND ASSESSMENTS	44
A.	TEACHER KNOWLEDGE, ATTITUDES AND PRACTICES (KAP) BASELINE 44	
B.	SUPPLY CHAIN STUDY.....	44
C.	EGRA MIDLINE.....	45
D.	STUDY ON STUDENT'S MASTERY OF ORAL VOCABULARY IN FRENCH 46	
6.	SUPPORTING DOCUMENTATION FOR INFORMATION REPORTED	46
7.	SUSTAINABILITY AND SCALABILITY OF CORE INTERVENTIONS.....	49
	ANNEX A. PUBLIC SUMMARY IN FRENCH	51
	ANNEX B. AGGREGATE OUTCOMES AND RESULTS (MILESTONES AND DELIVERABLES) SINCE INCEPTION.....	52
	ANNEX C. TECHNICAL REPORTS AND REFERENCES	58

I. INTRODUCTION

A. Program Overview

Through the *Programme d'Amélioration de la Qualité, de l'Équité et de la Transparence* (PAQUET), the Government of Senegal and its *Ministère de l'Éducation Nationale* (MEN), have committed to strengthening teaching and learning systems for core subjects such as reading and mathematics in order to improve academic outcomes for students in the early grades. To contribute to the achievement of these national goals, the MEN launched the *Lecture Pour Tous* initiative to significantly increase early grade reading results. Funded by the United States Agency for International Development (USAID) and contracted under USAID/All Children Reading, the principal technical assistance program supporting this initiative is implemented by Chemonics International and a consortium of partners, and is referred to simply as *Lecture Pour Tous*. *Lecture Pour Tous* began at the end of October 2016 and runs through July 10, 2021, aiming to greatly improve reading levels for students in Grades 1-3 through an effective, sustainable and scalable national program. This technical assistance program targets three outcomes to achieve this goal: improved early grade reading instruction in public primary schools and *daaras*, improved delivery systems for early grade reading instruction, and improved parent and community engagement in early grade reading.

B. Results Framework



2. PERFORMANCE, CHALLENGES AND LESSONS LEARNED

A. Overview

During the third year of programming, Lecture Pour Tous increased the depth and geographic coverage of its activity implementation, building off its accomplishments and lessons learned during Year 2. For the 2018-2019 school year, the program helped expand improved early grade reading (EGR) instruction from four to six regions; with presence in Fatick, Kaffrine, Kaolack, and Matam classrooms since Year 2, Lecture Pour Tous began implementing in Diourbel and Louga as well in Year 3. The program also started to work in Grade 2 (or *Cours Préparatoire*, CP) classes as well as Grade 1 (or *Cours d'Initiation*, CI) classes for the first time. Strengthening and deepening relationships with its *Ministère de l'Éducation nationale* (MEN) counterparts, the program remained firmly committed to its “*faisons ensemble*” approach and supported the MEN to maximize government ownership of the program’s approach and best practices. While continuing to streamline implementation and operations, the Lecture Pour Tous finishing staffing its national and zonal offices, and successfully embedded key technical staff within Ministry units at both central and decentralized levels. Among the 142 activities implemented, Lecture Pour Tous helped the Ministry organize trainings and distribute teaching and learning materials to the first cohort of CP classes, advanced its systems strengthening and policy guidance work, and adapted its parent and community mobilization approach to focus on community mobilizers (CMs) as the key catalysts of grassroots behavior change.

By the end of Year 3, the program’s early grade reading assessment (EGRA) midline results showed that 29% of CP students are now able to read grade-level text, which surpasses the midline target of 20%. This represents a 28.7 percentage-point increase from the baseline. In addition, the EGRA midline showed that the average student score for CI oral reading accuracy is 31.5% words read correctly, which surpasses the midline target of 25%. This represents a 9.4 percentage point increase from the EGRA CI 2018, conducted one year earlier.

Throughout Year 3, the program collaborated with USAID/Senegal and various structures within the MEN to achieve the following major accomplishments:

Key highlights:

Crosscutting activities

- Organized central-level technical coordination meetings with MEN structures – *Direction d'Éducation Élémentaire* (DEE), *Direction de la Formation de la Communication* (DFC), *Inspection de Daaras* (ID), *Institut National d'Étude et d'Action pour le Développement de l'Éducation* (INEADE), and *Système d'Information du Ministère de l'Éducation Nationale* (SIMEN). Steering mechanisms were also established at the regional level to ensure coordination between the MEN and the program.
- Successful collaborative supervision mission in April 2019 with IAs and the department-level inspectors to 1,189 classes in 974 schools. The visits allowed the program to measure fidelity of implementation, gauge the effectiveness of its teaching and coaching activities, and generated productive discussions between staff, inspectors, school directors, and teachers on areas for continued improvement.
- Targeted technical assistance provided to MEN-led implementation in Saint Louis. Key activities included support to the *Direction de l'Alphabétisation et des Langues Nationales* (DALN)’s language mapping, INEADE’s EGRA administration, and training efforts which focused on empowering

teachers with enhanced EGR instruction and equipping inspectors and directors with coaching and supervision skills.

Outcome 1

- The successful distribution of 673,356 revised and/or newly developed teaching and learning materials for CI and CP classes to 211,690 students and 3,287 daara learners in the 21 target IEFs for the 2018-2019 school year. Planning and organizing was done in close collaboration with the MEN's structures at national (DEE) and decentralized levels (*Inspections d'Académie [IAs]* and *Inspections de l'Éducation et de la Formation [IEFs]*).
- Demonstrated adaptability during a major inspector strike in Quarter 1 by adjusting in-service teacher training plans to engage high-performing school directors as master trainers and successfully train 2,459 directors and 4,916 teachers, as well as 67 daara instructors, 62 directors and resource persons, and 214 inspectors.
- Intensive in-house development of Year 4 teaching and learning materials for Grade 3, or *Cours Élémentaire 1* (CE1). Establishing a task force comprised of MEN staff and Lecture Pour Tous technical experts, the program thus further developed the MEN's capacity and increasing the sustainability of one of its key objectives.
- Enhanced pre-service teacher training through the development of a "*Document d'Appui à la formation des élèves-maîtres en lecture-écriture*" and pre-service training modules for the first eight units of study. A pilot of this activity began in June 2019 in the Kaolack, Louga, and Saint Louis regions with 700 teacher trainees.

Outcome 2

- Mass communication campaign launched through 27 community radios across six regions. This approach helped amplify the campaign's effect and allowed key messages to reach a greater number of parents, communities, and grassroots stakeholders.
- The results of the research on student's mastery of oral vocabulary in French were instrumental in defining the bilingual education model for Senegal, or *Modèle harmonisé de l'éducation bilingue* (MOHEBS), and therefore ensuring sustainability of the program's outcomes in terms of instruction via national languages in ways that make more sense for supporting strong EGR outcomes.
- Successful social validation of the teachers' mobility system reform was a strategic outcome that will ensure that teachers embrace the new procedures and recognize the importance of taking the mastery of national languages into account for the mobility process.

Outcome 3

- 93% of planned Outcome 3 activities were delivered in close collaboration with MEN regional inspectors of primary education and IEF communications officers (*chargés de communication*).
- A successful transition towards a Community Mobilizer (CM) strategy to engage parents and communities around EGR which resulted in:
 - 1,983 parenting sessions delivered to parents and caregivers in each of our six target regions, reaching over 42,000 parents and caregivers;
 - 14,276 parenting Social and Behavior Change Communication (SBCC) materials, in comic strip form, made available to both literate and illiterate parents to encourage positive parenting behavior and support to EGR;
 - 2,412 home visits to parents of children struggling to read;

- 617 community forums held to engage the broader community around school and home-based EGR initiatives, and 49 forums held to discuss student results and EGR achievement.
- The successful pilot and revision of a home-school communication tool; 27,500 copies printed and distributed to parents and teachers to monitor student performance.
- 2,301 school management committee, or *Comité de Gestion d'Ecole* (CGE), members trained to apply for grants and implement EGR activities in their schools and communities, resulting in 759 CGE receiving grant funding.
- 607 active reading clubs implemented across Outcome 3 schools.

B. Performance

Cross-Cutting

In Year 3, Lecture Pour Tous' cross-cutting accomplishments focused on six major areas: the coordination of activities; gender and social inclusion; communication; daara outreach; monitoring, evaluation, and learning (MEL); and operations. Throughout the year, the program continued to reinforce synergies with the Ministry centralized and decentralized structures as well as between stakeholders, USAID, other implementing partners in targeted regions.

I. Coordination

Embedding of Lecture Pour Tous staff. During Year 3, the program finished embedding staff into the MEN's decentralized structures (IA and IEF), assigning each embedded staff a direct counterpart which thereby facilitated joint work planning and activity implementation. In Quarter 3, the program was able to place technical staff within several of the MEN's key central-level departments – both in Dakar and Diamniadio – including the DEE, ID, *Direction de la Planification et de la Réforme de l'Education* (DPRE), INEADE, and SIMEN. This embedding plan has fostered Ministry ownership and enabled side-by-side collaboration between program staff and MEN counterparts.

Establishment of steering mechanisms. In the first quarter, the program produced a guidance document on the implementation of decentralized steering mechanisms. Field-based staff shared this plan with IAs and IEFs to set up both academic coordination committees and technical committees that provide a strategic framework for the program's interventions and help coordinate the implementation of activities. These steering mechanisms were established in each IA in Quarter 2 and were administratively operationalized by IA inspectors. Although it lacked an established piloting body at the central level, the program relied on smaller bilateral meetings to involve the relevant MEN structure in the implementation of certain activities, including: the development of pre-service and in-service teacher training modules, and the development technical specifications for the development of reading materials.

Supervision of program activities. In Quarter 3, the program conducted a joint class supervision mission with IA and IEF inspectors across the six target regions, observing a total of 1,189 classes (836 CI and 353 CP). Overall, the program observed that teachers have a good grasp of the pedagogical concepts, that teaching materials are available, and that they are properly used by students and teachers. However, delays in academic progress were noted in some schools, likely due the fact that the inspectors' strike delayed trainings and some teachers were assigned late to classes.

Program activity planning. Every three months, the program developed quarterly work plans and shared them with the DEE and other key partners to enable them to better plan their participation in relevant

activities. Similarly, this planning was shared with the zonal offices to facilitate effective coordination at the local level as well as with decentralized structures in order to maximize coordination. At the beginning of Quarter 4, Lecture Pour Tous reviewed the implementation progress vis-à-vis the Year 3 Annual Work Plan, determining that nearly 90% of planned activities had been completed. Following this assessment, the program launched a participatory process to draft a work plan for Year 4. In August 2019, the program organized a workshop to finalize and validate the annual work plan with the relevant education stakeholders: central and decentralized Ministry counterparts, parents' associations, teachers' unions, etc.

Partnership development. During Year 3, the program met with the *Institut de la Francophonie pour l'éducation et la formation* (IFEFF) and agreed for the need to develop synergies with the *Ecole et langues nationales en Afrique* (ELAN) program – which aims to improve student performance by using national languages. Furthermore, Lecture Pour Tous participated in the launch of Counterpart International's *Sukaabe Janngo* (“Children of Tomorrow”) and *Transition d'Alimentation dans les Cantines Scolaires au Sénégal* (TACSS) projects in the Saint Louis region and plans to explore opportunities to collaborate. As part of its efforts to ensure the sustainability of its interventions, Lecture Pour Tous provided technical and financial support to the MEN to advance the Harmonized Model of Bilingual Education for Senegal (MOHEBS). The program's support was critical because it provided the MEN with the necessary information to prepare the finalization of its bilingual education policy, particularly in ways that reinforce EGR outcomes. Finally, Lecture Pour Tous has continued to play an active part in the meetings of technical and financial partners with the basic education space.

2. Gender and Inclusion:

For the gender and social inclusion sub-component, Lecture Pour Tous carried out a series of activities in Year 3, including the following: sharing of the gender plan in the program's two new intervention regions, training of the teaching material production teams and publishers, evaluation of teaching and learning materials, adaptation of Braille tools, and a study on disabilities.

Mainstreaming gender. Lecture Pour Tous organized workshops to share the gender plan and guidance document in Louga and Diourbel with all the decentralized services, program staffs and grassroots actors, such as Mothers' Associations, or *Association Mères d'Elèves* (AMEs), the Women's Network of Teachers, and the Forum of Women Educationalists of West Africa (FAWE Senegal) in order to foster stakeholders' ownership of the gender plan and encourage their participation in activity implementation.

Bias-free, inclusive teaching and learning materials. As part of the tendering process for the development of teaching and learning materials, Lecture Pour Tous organized orientation sessions for potential publishers on gender and social inclusion principles to enable them to take these concepts into account when preparing their technical proposals. Once the program decided to proceed with the internal production of the CEI material, the program conducted gender and social inclusion training for technical staff, MEN counterparts, linguists, and illustrators to encourage the development of materials that promoted equality and inclusiveness. All materials were subsequently evaluated to analyze the frequency of male and female characters, and the representation of characters with disabilities, and to avoid stereotypes in their illustrations and content. Student materials were then adapted in Braille with the support of the *Institut national d'Education et de Formation des Jeunes Aveugles* (INEFJA) and members of the *Mouvement Pour le Progrès Social des Aveugles du Sénégal* (MPSAS) in order to give visually impaired children enrolled in the program the same opportunity to read and write as other students.

Teacher support and disabilities research. For in-service teacher training, the Gender and Inclusive Education module was revised, and social inclusion aspects were reinforced with factsheets to help teachers detect certain types of visual, hearing and intellectual disabilities such as dyslexia. In order to better identify practices that may help or hinder the development of strong reading skills among students with

disabilities, the program conducted a study utilizing existing data on disability incidence rates in Senegal as well as collecting new quantitative and qualitative data (individual interview and group discussions) on how disability identification is or is not conducted. The data will be analyzed, and a report will be drafted in Year 4.

3. Communication

Telling the story. During Year 3, external coordination, communication, and event planning activities highlighted the joint efforts made by the MEN and USAID to promote the importance of quality and inclusive education in Senegal as well as the depth of USAID's technical assistance to the MEN through the Lecture Pour Tous program. In this regard, Lecture Pour Tous and the MEN co-organized several high-level visits during Quarter 1 to three elementary schools: Serigne Aliou Cissé in Kaolack and Ngoulouloul Peul in Fatik by the Ministry of National Education and the USAID Mission Director, Lisa Franchett, and Semmé I in Matam elementary school by US Ambassador Tulinabo S. Mushingi. Beyond observations of classroom practices to assess student performance, these visits provided authorities with opportunities to communicate with local authorities, communities, and students (approximately 600 students and 600 community members) and to better understand their involvement in the program.

Celebrating the delivery of materials. In January 2019, Lecture Pour Tous organized a symbolic teaching and learning materials distribution ceremony at the IEF in Diourbel which was attended by the Director of Elementary Education. The event also engaged administrative and academic authorities, parents, CGE members, teachers, and more than 100 students from Ibrahima Thioye Elementary School. The various speeches delivered on this occasion were addressed in particular to the MEN and USAID, expressing gratitude for the Lecture Pour Tous initiative and efforts made to involve parents in their children's learning and encourage community stakeholders to help take good care of the printed materials.

Flagship MEN events. The major MEN events that benefited from USAID support through Lecture Pour Tous were the *Semaine Nationale de l'Ecole de Base*, National Basic School Week (SNEB), and the *Semaine Nationale de l'Alphabétisation*, National Literacy Week (SNA).

- Under the DEE's direction, the 23rd annual SNEB was organized around the theme "synergy of actions around the school to improve school performance" and took place in May 2019. Several communication materials (t-shirts, banners) were produced for the MEN. These materials conveyed relevant messages including the importance of EGR via national languages and a call on communities to support their children's reading. Of the course of the week, the program displayed its Year 3 teaching and learning materials and SBCC materials at stands visited by a wide range of stakeholders including Mamadou Talla, Minister of National Education, and other administrative and local authorities; and recognized four CGEs for their outstanding participation in Lecture Pour Tous program activities.
- In September 2019, the 44th SNA, organized by the DALN, also benefited from Lecture Pour Tous communications support, including the procurement of t-shirts, banners, posters that conveyed messages about the importance of multilingualism and reading. These materials were disseminated during the week's opening and closing ceremonies. Presiding over the launch in Mbour, Minister Talla made these remarks in his address to reaffirm the strategic options of Senegal's education policy: "The introduction of national languages in early grades is a priority of the government as demonstrated by the Lecture Pour Tous program which the MEN is implementing with technical assistance from USAID."

4. Daara

Year 3 daara activities mainly consisted of organizing forums for training and coaching, supervising classes, and building upon implementation experience to develop policy recommendations for education authorities.

Mobilizing the relevant actors. The launch of the daara program in Year 3 began with a review of the daara selection criteria (functionality, linguistic homogeneity, size, location, etc.) during a national workshop in October 2018 that brought together key stakeholders including the ID, DALN, Plan International, the *Collectif des daara modernes*, and the *Conseil supérieur des Ecoles coraniques* at the central level. To increase awareness of the Lecture Pour Tous approach among daara actors, regional meetings were organized to share an overview of the program and increase the involvement of institutional actors in the monitoring of classes. This led to the development of a roadmap for monitoring and technical support for daaras. Subsequently, Lecture Pour Tous conducted two supervision missions which revealed some delays in progress and operational difficulties, but generally satisfactory levels of reading based on rapid mini EGRA tests administered to a sample of 70 learners from 14 daaras thanks to the directors' commitment, the instructors' satisfactory pedagogical performance, and the learners' discipline. In all, 60 daaras benefitted from the Lecture Pour Tous program, which consisted of 50 CI classes and 17 CP classes (2,152 CI learners including 637 girls, and 586 CP learners including 218 girls).

Reinforcing pedagogical capacity. In July 2019, the program supported the daara instructors and directors by organizing pedagogical and planning days as well as a session to strengthen the managerial capacities of the daara directors. These training opportunities allowed the daara instructors to become more confident using the teacher's guide and decodable booklets and to have a solid understanding of the transfer strategy (from L1 to L2, national language to French). Furthermore, daara directors were able to take measures to address gaps in progress by implementing a catch-up plan and encouraging instructors to implement it.

Classroom needs assessment. During Year 3, the program also developed recommendations, building upon Lecture Pour Tous' approach and implementation experience, for educational authorities to improve teaching and learning conditions in daaras. The program plans to share this classroom needs assessment with key stakeholders (ID, UNICEF, World Bank, etc.) to inform their ongoing working reinforcing the capacity of daaras.



Photo credit: Lecture Pour Tous

Photo: CP Students at Bassirou Daara in Kaolack region reading full texts

5. Monitoring and Evaluation

In Year 3, the program's monitoring, evaluation, and learning (MEL) activities consisted of the following:

Sharing the Monitoring, Evaluation, and Learning (MEL) plan with all stakeholders. In February 2019, the program organized a workshop with MEN counterparts to update the monitoring, evaluation, and learning plan. This meeting was attended by representatives of four central Ministry structures (DEE, DALN, DFC, and SIMEN) and decentralized services from six program intervention regions as well as Saint Louis. The workshop was an opportunity to present EGRA CI results and discuss the positive progress realized.

Regular monitoring of program activities. The MEL team worked closely with the program's technical teams to monitor implementation progress using supervision tools tailored for each activity; this included

checking the completeness of acknowledgements of receipt of teaching and learning materials and entering data to inform post-distribution audit reports. In addition, the MEL team monitored various training activities organized in the target regions. Several monitoring tools were revised during the year, including those for collecting student enrollment data and documenting the delivery of teaching and learning materials. These updates have improved the collection and processing of such data.

Assessment administration. In addition, Lecture Pour Tous organized various training sessions, two to prepare for EGRA midline data collection and seven for Local Education Monitoring Approach (LEMA), or *Approche Déconcentrée de Suivi Educatif* (ADSE), administration (one at the national level plus one in each region); see Outcome 1 below for more details about these activities.

Supervision. Regarding the supervision of classroom teaching and learning, Lecture Pour Tous has established a supervision plan that defines the monitoring and support tasks to be carried out by each staff member involved and the provision of observation and data collection tools. During the classroom visits in April 2019, supervisors attended reading sessions and administered EGRA-type tests to five randomly selected students to assess the class' performance level.

Decentralized support for the monitoring and evaluation plan. The program organized working sessions with zonal office staff and IA/IEF counterparts to ensure standardized activity monitoring protocols, taking into account USAID's Data Quality Assessment (DQA) observations, as discussed further below. In addition, key concepts such as data backup, reporting protocols, and the secure handling of personal data were reviewed at a workshop in Louga that brought together all the program's embedded staff and MEL team.

Program performance review. In Quarter 4, the MEL team shared the results of its 22 performance indicators with local stakeholders at regional development committee, or *Comité Régionaux de Développement* (CRD), meetings chaired by regional governors. These forums brought together local authorities, IAs and IEFs, as well as parents and unions. The team also organized a program performance review at the MEN which was chaired by the Secretary General, and included the Director of Elementary Education, representatives of relevant MEN structures, parent federations, and USAID. Each meeting provided an opportunity to share key results and gather critical feedback that will inform implementation in Year 4.

Post-distribution audit of materials for Year 3. The program conducted data collection in schools as part of the post-distribution audit of teaching and learning materials. Qualitative and quantitative survey data confirmed that the teaching, training, and supervision materials were effectively distributed to 3,376 schools in 21 IEFs targeted by the program; see Outcome 1 below for more details.

Training of inspectors and school directors on data collection tools. The MEL team organized training sessions for inspectors and school directors on data collection tools related to coaching and student/learner enrollment. These trainings allowed the MEL team to train the trainers on how to use the updated monitoring tools.

Data Quality Assessments (DQAs). USAID conducted a DQA between December 2018-February 2019, thoroughly reviewing the program's data collection and analysis processes, and shared the report with Lecture Pour Tous in April 2019. The program team immediately implemented the report's recommendations, further standardizing data storage and management processes. In addition, the MEL team regularly conducted internal DQAs to ensure the quality of the data collected.

6. Operations

In Year 3, Lecture Pours Tous' Operations team worked closely to provide support to activities across the program's six regions of intervention as well as Saint Louis, in which the program continues to provide technical assistance to the USAID-funded Government to Government (G2G) project. During this period, the operations team accomplished the key following activities:

Office administration. During Year 3, the Operations team supplied program offices in Dakar, Kaolack, and Louga with office supplies to ensure a smooth implementation of program activities. The administration team also introduced a request to the Ministry of Finance for reimbursement of value-added tax (VAT) unduly collected by relevant services at the beginning of the program. This request is still being reviewed by local tax authorities; the next step will be to transfer the file to the Treasury Office to process the reimbursement. Despite these previous challenges avoiding VAT taxes, the program has since continued to work closely with the local tax office to maintain its VAT exemption status with providers that deliver various services to the project.

Staffing. Lecture Pour Tous successfully finished recruiting all technical and operational staff. The program's human resources team continued to work with relevant senior staff to recruit qualified candidates when positions became vacant to ensure the regular performance assessment of staff. Furthermore, the program successfully embedded staff in the MEN's structures at decentralized levels (IAs, IEFs, and *Centre Régionaux de Formation des Personnels de l'Éducation* [CRFPEs]). In addition, the program supplied these personnel with essential office equipment. Furthermore, Lecture Pour Tous embedded a group of 16 key technical staff (including its Program Director and Senior MEL Specialist) within the central ministry. Thus, 13 staff are now integrated into the MEN at Diamniadio and three others at INEADE in Dakar. This embedding approach facilitates communication and reinforces collaboration, thereby increasing the MEN's ownership of the program's activities.

Distribution of teaching and learning materials. In Year 3, the Operations team oversaw the planning and execution of the distribution of teaching and learning materials (including training materials) to targeted schools for the 2018 -2019 school year. The team worked closely with MEL colleagues to conduct pre- and immediate post-distribution, and 90-day post-distribution audits of these materials in Quarters 2-3. In addition, the Operations team oversaw the process of procuring and selecting a printer and distributor of CI, CP, and CEI materials for the 2019 -2020 school year.

Grants management. In Quarter 3, the Grants team worked closely with the Outcome 3 team to award grants and begin dispersing funds to 710 CGEs in targeted communities to implement parental and community mobilization activities. The Grants team also provided technical support to Outcome 3 to plan and conduct training sessions with CMs and supervisors on grant management and reporting to enable them to better support the implementation of community-level grant activities.

Monitoring and support to programmatic and operational activities. The Dakar-based Operations team conducted regular supervision visits to monitor operational activities and to provide technical assistance to field-based Operations staff to ensure the effective application of USAID's and Chemonics' policies and procedures.

Outcome 1: Early Grade Reading Instruction in Primary Schools and Daaras Improved

I. Overview

Throughout Year 3, Lecture Pour Tous collaborated with the MEN and other education partners to successfully implement its activities according to the annual work plan. Major activities included the distribution of revised CI and newly developed CP teaching and learning materials for the 2018-2019

school year; a cascade training, adjusted to take into consideration the inspector strike during Quarter I, for inspectors and resource persons, school directors, and teachers using updated pedagogical materials; the development of pedagogical and technical specifications for CEI, the final grade that Lecture Pour Tous will target starting in Year 4; the piloting of a pre-service training program in three teacher training institutes (CRFPEs); and an enhanced Information and Communication Technology (ICT) strategy that tested tools in partnership with Orange/Sonatel and Survey CTO.

2. Performance by Output

The following narrative shares EGR instruction improvement results from Year 3 across four outputs:

Output 1.1: Evidence-based early reading materials in Senegalese languages are provided

Materials for students and teachers in public schools and daaras

Distribution of Year 3 teaching and learning materials in grades CI and CP to public schools and daaras. Lecture Pour Tous encountered delays this year in the distribution of CI and CP teaching and learning materials due to previous delays (in Year 2) in the final approval and printing of these materials. In anticipation of these delays, the program implemented a contingency plan, printing student textbooks and teacher's guide excerpts locally. The lesson plan excerpts, distributed in November 2018, enabled teachers to continue instruction through December 2018. Meanwhile, international subcontractor Burda East Africa Limited completed printing the full set of materials in September 2018 and the program audited the materials in Spain before they were shipped to Senegal. In December 2018, international subcontractor Bollore successfully delivered the shipment to the port of entry in Dakar. The distribution of these materials took place in January 2019. By the end of February 2019, Lecture Pour Tous had supported the MEN in distributing a total of 673,356 evidenced-based EGR teaching and learning materials for CI and CP in 3,376 schools (see the table below for further details). In addition, the program distributed 10 Braille tools, adapted for children with visual impairments, at the Serigne Aliou Cissé elementary school located in the Kaolack IEF.

Detailed Distribution Table by type of Teaching and Learning Material (TLM) and language

Type of TLM	Grade 1 (CI)			Grade 2 (CP)			Grand Totals
	Pulaar CI	Seereer CI	Wolof CI	Pulaar CP	Seereer CP	Wolof CP	
Student text books	27,779	28,776	103,115	10,937	11,334	29,749	211,690
Take-home books	26,881	28,490	101,267	10,740	11,179	29,590	208,147
Decodable leveled readers	30,993	32,625	118,459	12,937	12,866	33,401	241,281
Teacher guides	1,113	1,146	3,840	439	512	1,280	8,330
Alphabet posters	764	760	2,384	-	-	-	3,908
Total TLMs distributed	87,530	91,797	329,065	35,053	35,891	94,020	673,356

Adaptation of Year 3 materials into Braille. In Quarter 1, Lecture Pour Tous and MEN technicians collaborated to adapt the first batch of revised CI and new CP student learning materials, Lot A (student textbook and take-home book), and 90% of the decodable leveled readers into Braille. In Quarter 4, the program supported the MEN technical team in transcribing the first batch of CEI materials, Lot A (student textbook and take-home book); printing will be carried out in October 2019. Since the second batch, Lot B (read-alouds and leveled readers) was just approved in mid-September 2019, the transcription to Braille will take place in Quarter 1 of Year 4.

Finalizing the report and dissemination of findings on the study to improve the textbook supply chain. Lecture Pour Tous shared the findings of this study in a bilateral meeting with INEADE and later via a joint meeting with the different directorate heads during Quarter 2. The program also co-facilitated a workshop with INEADE and the MEN in August 2019 to identify key policy recommendations to bring forth in order to clarify the roles and responsibilities of each directorate, especially INEADE, in order to improve the textbook supply chain in the future. This policy dialogue will take place in Year 4.

Distribution audits of teaching and learning materials. In accordance with the contractual guidelines, Lecture Pour Tous conducted pre- and post-distribution audits submitted reports to USAID and MEN. These audits confirmed that Lecture Pour Tous teaching and learning materials, along with in-service training and coaching materials, were effectively distributed in the 21 IEFs of the six program areas. In order to conduct the post-distribution audit, the program employed two key data collection mechanisms, a qualitative field survey carried out through visits to a representative sample (10%) of randomly drawn schools (a total of 249 schools and 21 daaras) conducted by Lecture Pour Tous during March 2019, and a quantitative survey of 100% of schools through SMS and telephone calls made by the contractor CPG from April-May 2019.

Key results from audit reports. The two audit reports, conducted respectively in late 2018 and early 2019, confirm that the correct quantities of all materials were printed and packaged before distribution, and that these materials were effectively distributed to IEF offices in each targeted department as planned, after which school directors then picked up the materials and brought them to their schools in a publicized distribution campaign. In summary, the January 2019 teaching and learning materials distribution campaign led to the delivery of the correct quantities and language of materials to nearly 99% of all schools and daaras, thereby benefitting 211,690 students.

Preparation of pedagogical materials in LI for CI, CP, and CEI

Development of detailed pedagogical and technical specifications. Early in Year 2, Lecture Pour Tous collaborated with the MEN to develop detailed pedagogical and technical specifications to guide the development of CEI teaching and learning materials for the 2019-2020 school year: student textbooks, student take-home books, teacher's guides, student read-alouds, and leveled readers. The technical specifications were validated in January 2019.

Open bidding process to procure the development of the new CP read-alouds from private publishers. It is important to note that in Year 2, Lecture Pour Tous purchased CI read-alouds from a local Senegalese publisher, after a competitive bidding process, based on a selection of existing age-appropriate children's books on the local market. In Year 3, however, the program decided to launch a bidding process for a local Senegalese publisher to develop the CP read-alouds. CONSUP, the selected local publishing house, submitted a first set of prototypes in March 2019 for review. Subsequently, Lecture Pour Tous had to work closely with the publisher to integrate feedback from its technical team, the MEN, and USAID; this process took several months. Finally, CONSUP delivered the CP read-alouds to Lecture Pour Tous in August 2019. These books will be distributed along with the 2019-2020 teaching and learning materials in

November 2019. In addition, during Year 4, Lecture Pour Tous will reprint existing CI read-aloud titles purchased from local Senegalese publishers in Year 3.

In-house development of the 2019-2020 CEI materials. After an unsuccessful attempt in Year 2 to procure a private sector publisher to develop new CI and CP materials, and following discussions with USAID and the MEN, Lecture Pour Tous proceeded with an intensive in-house development of the CEI batch one (Lot A) materials. The technical teams worked the month of February 2019 to develop a road map and build consensus on how to align this work with the validated technical specifications.

Workshop participants produced a complete scope and sequence as well as a model lesson validated by MEN and USAID in March 2019.

From April-July 2019, the team produced CEI

Lot A. Subsequently, despite additional efforts made to find a qualified local publisher for CEI batch two (Lot B) materials – leveled readers (levels 6 and 7) and read-aloud books – the program proceeded to produce these internally as well, establishing a second technical team to carry out the work. Lot A and B materials were sent for printing in July and September 2019, respectively, in preparation for the 2019-2020 academic year.



Photo credit: Lecture Pour Tous

Photo: Review and corrections identified for CI and CP TLMs for reprinting for the 2019-2020 schools year

Procurement of printing and preparing distribution for the 2019-2020 school year. In Quarter 3 of Year 2, Lecture Pour Tous selected Burda East Africa Limited as the printer for the 2019-2020 CI and CP reprinted teaching and learning materials as well as the CEI Lot A via a full and open procurement process. Lecture Pour Tous shared the print-ready corrected CI and CP copies in June 2019 and CEI files in July 2019, and conducted an on-site verification visit in India in September 2019. While an air freight of materials for the training of trainers arrived in September, the rest of the materials for the schools is scheduled to arrive in Dakar in October 2019, after which a track-and-trace system will be put in place. Bollore will carry out distribution in November 2019.

Capacity building for publishing houses. In Quarters 1-2, Lecture Pour Tous conducted a needs assessment of local publishing houses and initiated the design of a capacity building initiative that was enhanced in May 2019 after the open competition process for the CEI Batch 2 (Lot B) set of materials had been completed. The program ultimately developed a detailed capacity building plan, agreed upon by the MEN and the Association of Senegalese Editors (ASE), that consisted of five training sessions. The capacity building plan was launched in June 2019 and three sessions were conducted by the end of September 2019. A total of approximately 50 participants have improved their ability to identify what internal processes (human resource management, editorial budgeting, etc.) publishing houses need to improve in order to be eligible for USAID publishing procurements; in addition, they increased their understanding of Lecture Pour Tous' editorial processes and explicit phonics instruction approach. In Year 4, Lecture Pour Tous will complete this capacity building plan and identify what additional support is needed to leave behind a strong human capital amongst the publishing houses and the MEN so they are able to lead the production of evidence-based EGR TLM production in the future.

Output 1.2: Teachers' skills in evidence-based early grade reading instruction is improved

Development and implementation of an Information and Communication Technology (ICT) system to strengthen in-service training

ICT strategy. In Year 3 Quarter 2, Lecture Pour Tous launched an ICT strategy to support the continuous professional development and increase the motivation of teachers (as well as directors and inspectors); the strategy includes piloting the use of a virtual private network (VPN), push SMS messaging, and audio-visual pedagogical tools. In April 2019, the program helped the MEN develop more than 30 push SMS in each target language (Wolof, Pulaar, and Seereer) to support extra-curricular R3 activities. The team worked to reconfiguring the Push SMS platform from May-June 2019 and the messages began dispatching again in July 2019. In addition, the program collaborated with the *Direction Radio Télévision Scolaire* (DRTS) to produce 29 short instructional videos, composed of 22 classroom scenarios, nine community engagement scenarios, and a scenario on coaching.

Development of ICT training tools. In June 2019, under the leadership of the DRTS, with the support of select IA and IEF inspectors, Lecture Pour Tous produced 45 texts (27 in French and nine in each of the three national languages) that were recorded as part of the post-training audio-visual support tools to improve localized in-service training and coaching activities. The program Lecture Pour Tous worked closely with the DRTS to apply final edits and voice overs in July 2019; however, the validation workshop with the MEN (DRTS, SIMEN, *Inspection Générale de l'Éducation et de la Formation* [IGEF]) originally scheduled for September 2019 was delayed until October 2019.

New ICT platform. The full development of ICT tools was delayed due to difficulties establishing an effective public-private partnership with Orange/Sonatel (the first of its kind for Senegal) and USAID's request that the program find a more sustainable alternative to Orange's Mobile Training Everywhere (M-TEW) platform, while still leveraging the valuable PPP for data and other services. In Quarter 4, Lecture Pour Tous decided to introduce the Telerivet SMS platform for push messages as well as to solicit feedback from teachers, directors, and inspectors through surveys and quizzes as had originally been planned under M-TEW. The program worked with the MEN in the VPN pilot intervention zones to develop, deploy, and test an initial set of surveys and quizzes. At the beginning of Year 4, the program will finish this pilot and then roll out the Telerivet platform. The VPN and push SMS will be rolled out in all six intervention regions, while the quizzes and surveys will be tested in the two pilot regions.

In-service training for Year 3 teachers, school directors and inspectors

Year 3 In-service training. Despite the prolonged inspector strike at the beginning of Year 3, Lecture Pour Tous successfully worked alongside the MEN to implement a training plan adapted from Year 2, which involved a cascade training mechanism that trained directors, instead of inspectors, as master trainers for the revised pedagogical approach to teaching EGR in national languages. The program trained national technical teams of master trainers in September 2018, followed by the trainings of regional technical team trainers in October 2018 (102 trainers, including 8 women). After the strike ended, the inspectors were trained in Quarter 2. Overall, the program supported the MEN to train 4,916 teachers (1,493 female), 2,459 (104 female) public school directors, 67 (23 female) daara instructors, 62 daara directors and resource persons (14 female), and 214 (4 female) inspectors on improved EGR pedagogy. The directors and resource persons also received training on coaching.

Preparation for Year 4 In-service training. In July 2019, Lecture Pour Tous worked closely with the MEN to review and update the in-service training modules for CI and CP in order to improve the formative evaluation components and address weaknesses in pedagogical delivery witnessed throughout the multiple classroom observation and supervision visits. The technical team also developed the CEI training modules based on the newly developed CEI program. As part as the MEN's cascade in-service training model, a 44-member (9 female) national master trainers team, the *Equipe Technique Nationale*, was trained in September 2019, and included representatives from the DEE, DFC, Fatick and Diourbel CRFPEs, 18 IEFs and program staff. Subsequently the regional trainers pool, the *Equipe Technique Régionale*, was trained

from mid-September through the beginning of October. The in-service cascade training for directors and teachers will take place in October 2019.

Pre-service teacher training

Enhanced pre-service teacher training. During Quarters 1 and 2, Lecture Pour Tous coordination with the DFC to lead a core working group to develop the “Document d’Appui” and pre-service training modules for the first eight units to be piloted in 2019. While the original plan entailed piloting in all six CRFPEs within Lecture Pour Tous’ intervention regions starting in January 2019, the pilot of this activity began in June 2019 in the Kaolack, Louga, and Saint Louis regions with 700 teacher trainees. It was not possible to pilot the pre-service teacher training module in the other regional training centers because the MEN, constrained by its budget, only assigned student teachers to a limited number of teacher training centers which did not become operational until May 2019. Evaluation of this pilot will be conducted when the training year for the first cohort concludes at the end of October 2019. The program will then work with the DFC to integrate key learning objectives from the modules into the CRFPE Competency Framework.



Photo credit: Lecture Pour Tous

Photo: Student Teacher in Saint Louis CRFPE working on a lesson of Wolof vowels

Output 1.3: Coaching and supervision of the early grade reading instruction improved

Development of coaching tools and ICT for teachers' support

Tablet-based coaching. As mentioned above, Lecture Pour Tous made some strategic changes during Year 3 to its teacher coaching and supervision ICT system strategy. As part of this revised approach, the program will pilot coaching enhanced with tablets in Year 4 in a select sampling of schools. In anticipation of this pilot, Lecture Pour Tous provided a mobile data collection training in May 2019 as part of the preparation of the joint classroom observation visit to DEE counterparts. During the classroom observation mission, Lecture Pour Tous presented the strategy for data collection and tested the digitalized coaching tools with DEE and INEAD counterparts alongside IA and IEF MEN focal points from the Kaolack region. The revised tools were technically validated in August 2019 and training on the tools shall be integrated into the in-service training scheme on pedagogy and coaching that starts in November 2019. The program will then proceed with the following activities that were not carried out in Year 3 but reprogrammed for Year 4: Technical support to the IAs for the management of the ICT system and monitoring the use of the virtual platform for collecting data on teaching practices.

Support for the implementation and monitoring of coaching and supervision activities

Year 3 training. During Quarter 1, Lecture Pour Tous supported the DEE and DALN to train the national technical team of master trainings on revised coaching tools and training modules, who then trained the regional technical team of trainers, followed by the training of school directors. As mentioned above, due to the strike, inspectors did not receive training until March 2019. Directors also received a refresher training on coaching in March 2019. In total, 214 inspectors and 2,459 directors increased their capacity to carry out coaching sessions from January-May 2019.

Execution of coaching plans. At the end of the December 2019 training sessions, coaches (both directors and inspectors) developed and shared their coaching planning for January-May 2019, which served as the

basis for Lecture Pour Tous' monitoring plan. According to coaching plans prepared, the directors should have conducted a total of 50,030 coaching sessions from January-May 2019, or at least two coaching sessions per month per teacher; however, the directors only reported having completed 10,398 (21%) of the target. As per contractual targets, inspectors are supposed to conduct at least one coaching visit per school per trimester. Of the 10,006 coaching sessions expected by the inspectors, only 242 sessions (2%) were reported. These unsatisfactory results reflect systemic issues, such as the occurrence of prolonged strikes which can disrupt activities and the lack of logistical support for the inspectors to visit remotely located schools. Lecture Pour Tous will continue to work closely with the MEN to improve coaching and supervision in Year 4.

Cellules d'Animation Pédagogique (CAPs). After Lecture Pour Tous advocacy, the MEN issued an official order to mandate that CAP sessions in targeted schools dedicate at least three sessions to EGR pedagogical approaches. With the program's supervision and support, 920 CAP sessions were organized from December 2018-June 2019. Nonetheless, the program initiated capacity building initiatives in Quarter 4 for its zonal staff in order to increase their ability to provide improved technical support to IEF counterparts in order to improve the quality of pedagogical support provided to these CAP sessions. The program will continue to strive to improve these professional development opportunities in Year 4, taking advantage of the audio-visual support tools developed in Year 3 for continuous professional development.

Preparation of Year 4 training. From July-September 2019, Lecture Pour Tous worked closely with the MEN to update its coaching modules and toolkit. The cascade training will initiate in November 2019 with the training of the national technical team of master trainers followed by the training of the regional technical team as well as the training of directors and inspectors responsible for delivering coaching in Year 4.

Output 1.4: Early grade reading assessment improved

Early grade reading assessment (EGRA)

EGRA CI dissemination. In Quarter 1, Lecture Pour Tous shared the Year 2 EGRA CI results with USAID, the Agence Française de Développement (AFD), lead implementer for the African Program for Economic and Social Development (PADES) program; with other technical and financial partners including UNICEF; and with MEN partners from the central and decentralized levels. Lecture Pour Tous staff collected comments, feedback, and suggestions from the participants at the end of each EGRA presentation. The late 2019 workshops on student performance norms and standards thresholds and on technical parameters for CI- and CP-level reading assessment subtasks solidified decisions regarding subtasks for EGRA testing and other assessments moving forward. These workshops resulted in guidelines for conducting end-of-year reading assessments in CI and CP.

EGRA midline tools. Lecture Pour Tous co-facilitated with the MEN an assessment metric development workshop in November 2018 in order to develop the CI and CP metrics that guide assessment item development across program assessments, and build consensus on language issues and curriculum sequence and scope. After close analysis of work done by the ministry partners INEADE, DEE, and DALN at each of the Year 1 and 2 EGRA instrument workshops, it was found that most previously developed subtasks aligned well with the new metrics. The metrics were presented officially to INEADE leadership and were officially validated in November 2018. After a joint decision made by Lecture Pour Tous and the MEN, the program co-facilitated a language analysis and Pulaar instrument workshop in Matam in February 2019 to revise Pulaar subtasks for CI and CP to better reflect the various dialects found within Senegal. The program decided to revise Pulaar assessment instruments since it had observed

that results had been uneven and the content of the connected text for example at both CI and CP levels was found to not be closely calibrated to the newly developed assessment metrics.

Adaptation Workshop. With Lecture Pour Tous, the MEN organized an EGRA tools update workshop in April 2019 in which participants adapted EGRA midline subtasks for connected text to measure oral reading fluency and reading comprehension in French for CP, and a listening comprehension subtask for CP in Wolof and Seereer, and finalize all the EGRA subtasks to be used for the midline evaluation. Each language group's subtasks were reviewed to ensure they adhered to the newly metrics developed; in addition, Snapshot of School Management Effectiveness (SSME) instruments were adapted for midline needs. Pre-testing of the instruments in schools was also completed, followed by final adaptation and validation after the school visits.

EGRA midline. In May 2019, with the support of central-level counterparts from the MEN (DEE, DALN), numerous inspectors from IAs and IEFs, Lecture Pour Tous trained 82 EGRA enumerators who proceeded to carry out data collection in 339 schools across all six target regions, with the support of an 18-member supervision and coordination team. In July 2019, Lecture Pour Tous drafted and shared a preliminary analysis with USAID, and in September 2019, Lecture Pour Tous presented the draft results to the MEN (INEADE and DEE). A draft midline report was submitted to USAID for review at the beginning of Year 4. Results are positive (see textbox), showing substantially reading scores, and will be disseminated widely in the coming year. In addition, a small number of students with vision impairments were assessed with a braille version of the assessment in two schools in Kaolack and Louga; students from nine daaras in Kaffrine and Kaolack were also assessed this year. Results for these beneficiaries will be presented in supplementary reports.

Quality inputs for a comprehensive EGR initiative lead to improved reading scores

Materials: 673,356 evidenced-based EGR TLMs for grades 1 and 2 distributed in 3,376 schools in the 21 IEFs

Training: 4,916 teachers (F: 1493), 2459 directors (F: 104), 67 instructors (F: 23) and 62 daara directors / resource persons (F: 14), 214 inspectors (F: 4) were trained EGR pedagogy

Results: Midline results suggest that students are proficient in most basic early grade reading skills. They perform well in listening comprehension and letter knowledge. More than 60% of CI students and more than 70% of CP students meet expectations for listening comprehension benchmarks and more than 35% of CI students and 60% of CP students meet expectations for letter knowledge benchmarks.

Local Education Monitoring Approach (LEMA)

LEMA 2018 dissemination. In Quarter 1, Lecture Pour Tous disseminated the results of the pilot LEMA conducted during the first year (2017-2018) in the Kaffrine IEFs, as well as Kaolack Commune, Gossas, and Matam. The feedback collected informed the development of guidelines for the 2019 LEMA assessment and scaled-up data collection and analysis of school performance indicators to all 21 targeted IEF for the 2018-2019 school year.

LEMA 2019 tools revision. From March-April 2019, Lecture Pour Tous conducted an internal review of 2018 LEMA instruments to harmonize with USAID's Rapid Feedback Monitoring, Evaluation, Research and Learning (RF-MERL) recommendations and integrate questions for triangulation between LEMA, midline EGRA SSME, Midline Teacher Knowledge, Attitudes, and Practices (KAP), and RF-MERL qualitative evaluation.

LEMA 2019 Training. In close collaboration with the MEN in April 2019, Lecture Pour Tous conducted a training of trainers on updated tools for the 2019 LEMA data collection scale-up and analysis. In total, 164

inspectors from the 21 target IEFs were trained on this assessment approach. Since the inspectors were on strike during Quarter 1 and then involved in training on pedagogy and coaching during Quarter 2, the LEMA training could not take place until Quarter 3. Additionally, the program finalized an operation manual and shared it with all IA and IEF inspectors to facilitate the cascade training, conducted in May 2019 across the following training poles: Fatick, Kaffrine, Kaolack, Louga, and Matam.

LEMA 2019 data collection. As a result of delayed training for LEMA 2019, the actual data collection was also delayed. Thus, the LEMA was only administered in eight of the targeted 21 IEFs before the 2018-2019 school year ended in June 2019; data collection in the remaining 13 IEFs was not possible due to competing priorities and diverse activities at the end of the school year (standardized evaluations of IEFs, end-of-year exams, etc.). In some IEFs there was also the delay in the replication of regional-level LEMA training. Thus, the program will continue data collection in the 13 remaining IEFs in November-December 2019. Consequently, analysis of LEMA data and use for management purposes will be completed during Quarter 2 of Year 4.

3. Outcome 1 Milestones & Deliverables – Year 3

Milestone/Deliverable	Quarter Completed
Output 1.1 Evidence-based early grade reading materials in Senegalese languages provided	
Materials for students in public schools and daaras (CI, Cohorts 1 and 2; CP, Cohort 1)	Quarter 1
Materials for teachers in public schools and daaras (CI, Cohorts 1 and 2; CP, Cohort 1)	Quarter 1
Printing and distribution of student and teacher materials to public schools and daaras (Report)	Quarters 1 and 2
Validated technical and pedagogical specifications for CEI materials to be developed for 2019-2020	Quarter 2
Finalizing the report and dissemination of findings on the study to improve the textbook supply chain	Quarter 2
In-house development of the CEI teacher's guide, student textbook & student take-home book, leveled readers and read-alouds	Quarters 2, 3, and 4
Capacity Building Plan for Publishing Houses (finalized plan)	Quarter 3
Print-ready student and teacher materials for 2019-2020 (CI, CP, and CEI)	Quarters 3 and 4
Output 1.2 Teachers' skills in evidence-based early grade reading instruction improved	
Training materials for training of trainers and teachers	Quarters 1, 2, and 4
Training of trainers (noted in Quarterly Report)	Quarters 2 and 4
Training of teachers and school directors in public schools and daaras (noted in Quarterly Report)	Quarters 1, 2, and 3
Printing and distribution of training materials for teacher training (Reports, for October and March trainings)	Quarters 2 and 3
Development of pre-service teacher-training modules on early grade reading instruction for CI and CP	Quarter 2
Piloting the pre-service teacher training module in the CRFPEs of Kaolack, Louga, and Saint Louis	Quarters 2, 3, and 4 (ongoing)
Output 1.3 Coaching and supervision of early grade reading instruction improved	
Training materials and tools for (master) trainers, coaching and supervision	Quarter 1 and 4
Training of (master) trainers and coaches (noted in Quarterly Report)	Quarters 1, 2, and 3
Technical assistance for coaching and supervision (noted in Quarterly Report)	Quarters 1, 2, and 3
Printing and distribution of training materials for coaching and supervision (Report)	Quarters 1 and 2

Preparation for and implementation of pilot of SMS push messages and VPN “flotte lecture” network	Quarters 1, 2, and 3
Development of audio and video supports to use for in-service and pre-service trainings and CAPs	Quarters 2 and 3
Preparation for alternative ICT platform (Telerivet)	Quarter 3 and 4
Output 1.4 Early grade reading assessment improved	
Updating of assessment tools (for both LEMA and EGRA midline)	Quarter 2
Technical assistance to INEADE/MEN for assessment administration (both LEMA and EGRA midline) (noted in Quarterly Reports)	Quarters 3 and 4

Outcome 2: Delivery Systems for Early Grade Reading Instruction Improved

I. Overview

Widening the audience and building sustainability. This year’s Outcome 2 activities focused on preparing the ground for scaling up the Lecture Pour Tous program’s approach and ensuring the sustainability of the reforms promoted. Using community radios for the communication campaign was a powerful catalyzer. The broadcasting of live radio shows with Q&A sessions that allow parents and community members to actively engage in the discussions around EGR helped build awareness on key themes, such as parents’ involvement in their children’s learning process. During Year 3, the program continued strengthening the institutional capacities of the DEE, INEADE, DALN, and DFC on defining EGR student performance standards. The teachers, school directors, and inspectors who have been involved in these activities particularly appreciated the participatory ministry-driven strategy. Lecture Pour Tous also supported the MEN in updating and standardizing the technical parameters for grade-level evaluation texts to ensure the training materials, guidelines, and teaching and learning integrate the provisional standards.

In parallel, the results of the research studies conducted this year directly informed Ministry efforts to institutionalize EGR reforms in national languages. This includes the results of the research on students’ mastery of oral vocabulary in French, which was instrumental in finishing the Harmonized Model for Bilingual Education for Senegal (MOHEBS) policy document. Our policy development work built on key findings from research as well as the inclusive methodology used to help develop policy guidelines, for example the participatory process of choosing the national language of instruction at the school level. Another strategic activity was the validation process of the revised teacher mobility mechanism. Building on the study conducted in Year 2, Lecture Pour Tous supported the MEN in finalizing a set of measures for teacher placement that takes into account the national languages spoken by the teachers. The social validation process will ensure the new measures are accepted by teachers and their unions once they are officially adopted.

2. Performance by Output

The following narrative shares system strengthening results from Year 3 across five outputs:

Output 2.1: Coordination and communication about early grade reading increased

Internal communication

Skills installed and increased ownership of the communication strategies at central and decentralized levels.

During Year 3, Lecture Pour Tous continued strengthening the capacities of communication officers (*chargés de communication*) in the targeted IAs and IEFs and at the central level. MEN staff in Louga and Diourbel launched their communication strategies at the beginning of the year, thus making the communication campaign active in all six regions covered by the program. The communications officers in central directorates demonstrated better communication skills throughout the year, as demonstrated in

their efforts to help produce the *Echos de LPT* newsletter and content launch the Ministry's internet site. Communications campaign monitoring reports also show a good level of ownership from the IA and IEF counterparts. The program team held evaluation workshops in three regions (Fatick, Kaolack, and Louga) in Quarter 4. This exercise helped decentralized officers to identify remaining challenges and potential mitigation measures. The main recommendation is now to improve the internal coordination between decentralized actors to make the campaign activities more effective; this will be done through regional monitoring committees.

Deeper understanding of thematic issues. In Year 3, Lecture Pour Tous conducted the midline MEN KAP survey. Applying the same methodology used for the baseline assessment, the program administered the KAP questionnaire to MEN staff at central, IA, IEF, and CRFPE levels. Preliminary results from the midline assessment show that key program messages are now embedded among MEN staff. For example, more than 70% of the respondents believe that illiterate parents can still help their children read at home (against 60% of the respondents of the baseline survey). MEN staff are thus better informed and sensitized to act as Lecture Pour Tous champions to support EGR in national languages.

External communication

Communication campaigns generating local dynamics. At the beginning of Year 3, Lecture Pour Tous supported the launch of the mass communication campaign in support of EGR at central and decentralized levels. In each targeted region, the campaign involved a public ceremony headed by the regional authorities (governors or deputy governors) and attended by political authorities (local elected officials and IA, IEF, and CRFPE staff), parent associations, daara director associations, *Union des Comités de Gestion d'Ecole* (UCGE), AME, *Collectif des directeurs d'école* (CODEC), and local media. These kick-off events thus acted as platforms to connect local actors and share key strategies to promoting EGR in national languages. As part of the campaign, mobile caravans distributed awareness raising material across the regional capitals (mainly brochures and posters). This activity helped mobilizing a wide range of stakeholders around the importance of EGR.

Broadcasting good practices and sharing challenges. This year Lecture Pour Tous established partnerships with local radios as part of the communication campaign. The program provided technical support to 27 community radios to support the production and broadcasting of radio shows on education, focusing key issues around EGR in national languages (see textbox). Our team continuously monitored the work of the radios and helped set up monitoring groups at regional levels. This approach allowed to provide timely support to the radio teams facing technical challenges and helped improve the quality of the shows. Monitoring reports show that this activity has been instrumental in raising the awareness of parents and local actors on strategic issues such as the fact illiterate parents can help their children learn to read, and that reading lessons can be more effective when taught via national languages. All radio shows included Q&A sessions which allowed parents and other community members to call in to ask questions or share their own experience. For information on the radio spots the program developed to target community mobilization, see Outcome 3 below.

Radio campaign highlights

Between March-June 2019:

- 27 partner community radios across 7 regions
- 162 live radio shows on education and reading instruction (each was re-broadcast once)

Output 2.2: National standards for early grade reading adopted and applied

Student Performance Standards

Updated draft EGR performance standards adopted for CI and CP. Lecture Pour Tous supported the MEN to revise the first draft of EGR student performance standards for CI and CP established in 2017 based on the results of EGRA 2018 and ADSE 2018. INEADE led this activity with the participation of field actors

such as CI and CP teachers, directors, and IEF staff. The program helped the participants understand the different types of approaches that can be used to determine EGR student performance standards and analyze the EGRA and ADSE 2018 results. It also prepared the central and decentralized partners for the next update based on the EGRA 2019 results. Building on the agreed performance standards, Lecture Pour Tous then supported the MEN to finalize technical parameters to develop reading exercises for student assessments and to revise teaching and learning materials.

Teacher Performance Standards

Preparing for a revised teacher competency framework. To support the integration of EGR-specific into the CRFPE pre-service training programs, Lecture Pour Tous assessed the modules currently used. Building on this assessment and on the draft teacher standards for EGR, the program worked with the central directorates of the MEN and the CRFPEs to develop a set of 15 EGR training modules. Regional teacher training centers have begun to use eight of these modules with their teacher trainees. The second set of seven training modules will be used in the teacher training centers starting in November 2019. The evaluation of this first pilot will allow the MEN and the program to revise the teacher standards for EGR.

Output 2.3: Research on early grade reading in Senegal produced and disseminated

Studies inform bilingual EGR reforms

Midline teacher study. During Year 3, Lecture Pour Tous worked with INEADE to implement the midline teacher Knowledge, Attitudes, and Practices (KAP) survey. This study assessed teachers' knowledge, attitudes, and practices around EGR in national languages. The comparison of baseline and midline results allows the program to assess the effect of its interventions (teacher training, coaching, new timetables, teaching and learning materials) on teaching practices (child-centered approaches used in class, remediation/evaluation techniques, real use of time and teaching materials). Preliminary results show that time on task is significantly higher for teachers in the midline sample than at baseline, although other practices may need additional support. Such analysis will inform the revision of training modules and the stabilization of the coaching guide. The final midline report will be finalized Quarter 1 of Year 4.



Photo credit: Lecture Pour Tous

Photo: conducting Teacher KAP midline survey in school Ibrahima Fall, Kaolack

This year Lecture Pour Tous also collaborated with INEADE to conduct a study on students' mastery of oral vocabulary of French. The assessment involved the administration of four tests to a total of 1,183 students across CI, CP, and CEI in both intervention schools and schools not covered by the program. Key findings from the study are described in Section 5 below. This study was instrumental in informing the timing of introducing French as a second language in the MOHEBS, which is a key step to scaling and sustaining the program's approach to using national languages as part of EGR reforms. In June 2019, Lecture Pour Tous and INEADE presented initial findings of both studies to external actors in order to discuss the results before full dissemination. Final versions of both reports will be submitted early in Year 4.

Strengthening national capacities through collaborative research. The close collaboration between Lecture Pour Tous and Ministry counterparts on both studies, as well as the language mapping activities in new

schools, provided opportunities to strengthen the capacities of INEADE staff in terms of qualitative research methods and developing quantitative analysis skills. At the request of the MEN, Lecture Pour Tous also facilitated an additional workshop with INEADE staff to focus on the mastery of key analysis tools. Our counterparts confirmed that this kind of activities is important to create ownership and ensure sustainability of program innovations and results.

Output 2.4: Policies in support of evidenced-based early grade reading instruction implemented

Strategic measures to enforce and scale-up bilingual EGR instruction. During Year 3, Lecture Pour Tous and the MEN made important progress in creating the conditions for nationwide bilingual EGR instruction. The MEN officially adopted revised timetables for CI, CP, and CEI securing time slots dedicated to EGR instruction in national languages without increasing the overall amount of instructional time per week. The MEN particularly highlighted the value of Lecture Pour Tous' support in creating specific timetables for special classes such as double shift and multi-grade classes, which are in significant number in Lecture Pour Tous regions. In total, the program helped the MEN create 29 variations of timetables, necessary given the number of different types of schools (regular, Franco-Arabic, daara) and class type (multi-grade, etc.).

Teacher mobility. Lecture Pour Tous also helped facilitate a participatory dialogue between the DEE, *Département des ressources humaines* (DRH), and the teacher unions regarding the teacher mobility mechanism. Based on the study undertaken in Year 2, Lecture Pour Tous supported the DRH to propose a revised policy that takes teachers' mastery of national languages into account in the teachers' mobility system (MIRADOR). Building on this proposal, Lecture Pour Tous supported the MEN to hold a social validation process with external partners and teacher unions. The teacher unions welcomed this collective effort and recommended that the MEN enforce the new procedures at national scale. The revised MIRADOR should be applied for the next mobility round in 2020.

Language choice. Furthermore, Lecture Pour Tous proposed a guidance note on the process of choosing an appropriate national language for bilingual schools. This document builds on the lessons learned from the language mapping surveys undertaken by INEADE and Lecture Pour Tous as well as the MEN-led study in Saint Louis. The guidance note provides guidance to the MEN for scaling up the bilingual education policy.

Pre-service training policy. Finally, Lecture Pour Tous supported the DFC to facilitate a policy dialogue on the implications of EGR instruction in national languages for the pre-service training provided by CRFPEs. This process allowed for a consensus building between the main partners working on bilingual education and reading instruction (including ELAN and UNESCO) and the technical directorates of the MEN, under the DFC's leadership. As a result of this dialogue, the MEN published an official note to support the piloting of pre-service training modules specific to EGR in the Kaolack, Louga and Saint Louis teacher training centers. The 15 modules were prepared by a team bringing together DFC, program staff, and CRFPE teacher trainers.

Output 2.5: Ministry of education staff's performance of essential functions improved

Refine a priority action plan to support sustainability and scale up of early grade reading reforms. To streamline and better target Lecture Pour Tous' efforts to strengthen the human and institutional capacity of key MEN structures in order to help prepare them for program sustainability and scale-up, the team held a series of meetings in Quarters 3 and 4 with representatives from relevant Ministry units. These sessions served to hone the top priorities for capacity building efforts, determined through a structured analysis (adapted from problem-derived iterative adaptation) of the importance of each focus area in relation to

the EGR reform theory of change, as well as analysis of the capacity needs, political space, availability of human and other resources and the authority to address capacity building in this area.

These sessions then resulted in the draft of the Priority Actions Plan for human and institutional capacity development and to achieve key performance indicators for each priority area needed for the MEN to autonomously sustain reading reforms. This plan will be incorporated into the Sustainability and Scale-Up Plan to be updated in early Year 4. In further preparation for this update, the program also worked in Quarter 4 to determine the content of the updated Sustainability and Scale up Plan in a way that consolidates in one place all of Lecture Pour Tous' key efforts to support sustainability and scale up, including the Priority Actions Plan for capacity building but also assistance to the MEN's major policy reforms related to EGR. Given the recent developments to finalize the MOHEBS and prepare for the official establishment of the National Reading Program, Lecture Pour Tous and USAID agreed to shift delivery of the updated Sustainability and Scale Up Plan to January 2020. This plan will be incorporated into the updated Sustainability and Scale-Up Plan.

Support implementation of strategies and priority actions by focusing on defined performance criteria.

Throughout Year 3, Lecture Pour Tous staff across all component areas and at both the central and decentralized levels supported the implementation of strategies to increase the performance of key MEN staff and units in priority areas as noted throughout this report. For instance, in Quarter 3, program communications staff coached MEN staff to produce the *Echos de LPT* newsletter and research staff and technical assistants also held a hands-on training of INEADE staff to increase their capacity to conduct qualitative data analysis. See Section 4 below for additional examples of sustainability actions. These actions aim to achieve the desired end state of performance criteria relating to autonomous MEN capacity and the codified policies and ingrained practices needed to sustain and scale EGR reforms. As part of the effort to define performance criteria and link overall program performance indicators, the performance improvement specialist in Quarter 2 helped to map Lecture Pour Tous indicators with those of the MEN's *Programme d'Amélioration de la Qualité, de l'Égalité et de la Transparence (PAQUET)*, which made it possible to include Lecture Pour Tous contributions in the MEN's annual performance report per the PAQUET. In collaboration with the DEE, the DPRE has integrated Lecture Pour Tous' indicators into the MEN's statistics database to allow the MEN to publish annual statistics, particularly on the number of teaching and learning materials distributed, the number of teachers trained, and the number of children that learn in each language of instruction.

Support monitoring the priority actions plan and document and share the achieved results. During Year 3, Lecture Pour Tous reviewed and documented the competencies acquired to date by the MEN's structures under the program. The results showed, for instance, that the DALN gained knowledge and experience in mapping for the national language of instruction in schools, INEADE now knows how to develop technical parameters for evaluation tests in national languages, and DEE/DFC/IA/IEF technicians have acquired new teaching and coaching skills. These results were shared with MEN leadership at the central and decentralized levels to highlight progress and begin to catalogue good practices that for institutionalization strategies that Lecture Pour Tous will further support per the updated Sustainability and Scale-Up Plan.

3. Outcome 2 Milestones & Deliverables – Year 3

Milestone/Deliverable	Quarter Completed
Output 2.1: Coordination and communication about early grade reading increased	
Midline Ministry KAP study	Quarter 4
Output 2.2 National standards for early grade reading adopted and applied	
Updated draft student performance benchmarks for CI	Quarter 2
Output 2.3 Research on early grade reading in Senegal produced and disseminated	

Study on teachers' knowledge, attitudes, practices and skills in early grade reading instruction (midline)	Quarter 4
Mapping of students' dominant language/national language of instruction chosen by communities for any new schools introduced in 2019-2020	Quarter 3
Study of students' actual oral vocabulary mastery in French at school entry and in the early grades, as well as teachers' mastery of French and the relevant Senegalese language(s)	Quarter 3
Output 2.4: Policies in support of evidence-based reading instruction implemented	
Guidelines on the choice of the language to be used for teaching early grade reading	Quarter 4
Administrative Note on the National Reading Framework	Quarter 3
Output 2.5: Ministry of education staff's performance of essential functions improved	
Performance improvement plans for Cohort 1 ¹	Quarter 1
Support to the MOE for targeted capacity building to improve early grade reading service delivery	All quarters (ongoing)
Capacity Building Plan (updated Priority Actions Plan for Performance Improvement for Sustainability and Scaling)	Quarter 4 (ongoing with additional updates)

Outcome 3: Parent and Community Engagement in Early Grade Reading Improved

1. Overview

During Year 3, Lecture Pour Tous added an addition 608 schools to the Outcome 3 cohort across the six target regions of Diourbel, Louga, Kaffrine, Kaolack, Matam, and Saint Louis. Parent and community engagement activities are now being fully implemented in 766 schools in close collaboration with the DEE, regional IAs, and in synergy with the departmental parent and community engagement best practice networks. This year, the project transitioned from an implementation strategy that used local non-government organization (NGOs) and community-based organizations (CBOs) to implement school and community-based parent engagement activities towards one that employs Community Mobilizers (CM) and supervisors at the department level. By the beginning of Quarter 3, Lecture Pour Tous had identified 110 CMs and 22 supervisors; parent engagement activities were fully functional and moving forward at a rapid pace from this point forward across all communities. Working together, Lecture Pour Tous has been able to implement 93% of planned Outcome 3 activities. By the end of year, over 42,000 parents and caregivers practiced new strategies to help their children learn to read during parenting sessions with CMs. During these sessions, a total of 14,278 parenting SBCC materials were distributed to schools and parents, demonstrating positive parenting behaviors using comic strips to ensure easy comprehension by both literate and illiterate parents and caregivers.

2. Performance by Output

The following narrative shares parent and community engagement results from Year 3 across four outputs:

Output 3.1: Parent and community demand for high-quality early grade reading instruction increased

¹ Additional performance improvement/capacity building plans for Cohort 2 MEN units have been streamlined into the single "Priority Actions Plan for Performance Improvement" as per the updated strategy for Output 2.5 adopted in the final Year 3 Annual Work Plan. This plan will be continuously updated and further consolidated into the updated Sustainability and Scale Up Plan that will be submitted in Year 4 Quarter 2.

Update Community Literacy Support Plan (CLSP). The Community Literacy Support Plan (CLSP) is intended to capture Lecture Pour Tous parent and community engagement activities and provide justification and guidance to stakeholders in their implementation and monitoring. Given the shifts in the parent and community engagement strategy over the course of the fiscal year, Lecture Pour Tous has taken a highly collaborative approach in updating the CLSP, gathering continuous feedback across multiple stakeholder groups. With the addition of Diourbel, Louga, and Saint Louis in Quarter 1, our DEE counterparts (regional-level inspectors of primary education and IEF-level communications officers within the Gender, Partnership and Communication inspectorate) held a series of consultations to contextualize the CLSP according to each region's specific implementing environment. In addition, they met with participants from Kafrine, Kaolack, and Matam to integrate lessons learned during implementation in Year 2. In total, Lecture Pour Tous consulted with 306 government stakeholders (including IAs, IEFs, municipal governments, *Groupement de Promotion Féminine*, *l'Association des femmes enseignantes pour le Scolarisation des Filles*, Community Development Service, *Union Départementale des Associations de Parents d'Elèves*, and *Union Régionale des Associations de Parents d'Elèves*) and civil society actors (Female Teachers' Network, UCGE, Youth Council, NGOs – *Comité des ONG et Syndicats pour la Défense de l'Education Publique*, Tostan, World Vision, and Koranic school associations). The final version of the CLSP was to be completed in Quarter 4; however, Lecture Pour Tous has extended the deadline to Quarter 1 of Year 4 in order to integrate this feedback, as well as findings from the community KAP midline study.



Photo credit: Lecture Pour Tous

Photo: Reading Club in Saint Louis department, Cité SAED.

Field test and adapt community-level Social Behavior Change Communication (SBCC) materials for family and community engagement in EGR.

During CLSP consultations in Quarter 1, Lecture Pour Tous vetted existing SBCC materials developed during Year 2 with stakeholders in the newly added regions of Diourbel, Louga, and Saint Louis. SBCC materials include key radio messages, posters, and parenting session support materials. Validated without the need for further revisions, Lecture Pour Tous successfully used these materials throughout the year to engage parents and community members in EGR.

Support program orientation and capacity building activities for community SBCC implementing actors. In support of the Lecture Pour Tous communications strategy (see Outcome 2), the Outcome 3 team and IEF-level communication officers conducted a community survey in the regions of Diourbel, Louga, and Saint Louis in Quarter 1 to identify trends in radio listenership, helping to prioritize local radio stations and identify the most advantageous times to broadcast Lecture Pour Tous messages. Informed by this survey, Lecture Pour Tous was able to incorporate key recommendations, including broadcasting outside of school hours to benefit teachers and students and incorporating testimonials from members of the community. The survey also revealed important gender and inclusion considerations (such as timing of broadcasts, community forum locations, and placement of posters) that informed the content of training and support to community-level SBCC implementing actors. In Quarter 3, the program helped establish 'listening committees' to monitor the effectiveness of radio programming on an ongoing basis.

Implement community-level SBCC plan in target communities. This year, the community-level SBCC plan revolved around two primary activities to increase awareness of and engagement in EGR activities: widespread poster campaigns in target communities and local radio programming. Through regional SBCC campaigns organized by IA inspectors and IEF-level communication officers, Lecture Pour Tous displayed over 13,600 posters depicting men, women, girls and boys engaged in reading throughout all

Outcome 3 communities. The posters demonstrate positive parenting behaviors and promote reading strategies in images drawn by local artists. In alignment with the program's Gender and Inclusion Strategy, posters encourage both mothers and fathers, grandmothers and grandfathers, to fully engage their children in learning, including those with disabilities. With messages printed in Wolof, Pulaar, and Seereer, volunteers placed posters in high-traffic areas throughout the community, including markets and community gathering places. Consistent field monitoring throughout the year showed that the majority of posters were well displayed and maintained by the community.

SBCC through community radio. As reported above under Outcome 2, Lecture Pour Tous collaborated with IEF communications officers to forge successful partnerships with 27 community radio stations to develop and broadcast MEN-developed radio spots (see textbox) and unique programming that encourage communities to support EGR. The program supported IEF communications officers and local radio stations to create unique radio programs on specific themes linked to community needs (identified through regular monitoring visits and feedback from CMs): the role of a CGE in supporting parents and EGR; showcase on community-school partnerships; how and why to use the home-school communication tool to monitor EGR; and reminders to read during school vacations. Lecture Pour Tous reinforced these community-level SBCC activities with targeted parenting sessions and home visits by CMs to parents of struggling readers, implemented under Output 3.3.

Influencing Attitudes and Behaviors of Parent and Caregivers around EGR through Local Radio Programming

Lecture Pour Tous has supported the MEN to produce 5 radio spots (translated in Wolof, Pulaar, and Seereer) to encourage parents and caregivers to actively support their children as they learn to read. Key themes are:

- Reading is the key to knowledge (Importance of EGR)
- Help me learn to read (Role of parents in learning)
- Learning to read through play (Fun, easy ways to learn how to read)
- Household chores and reading (Prioritizing learning at home and equitable distribution of chores)
- Why be ashamed? (Strategies for illiterate parents)

These messages have been broadcast over 1,091 times through 27 partner local radio stations.

Conduct Knowledge, Attitudes and Practices (KAP) midline survey of community members and families in the areas of early grade reading support to students. With parent and community engagement activities approaching two full years of implementation, Lecture Pour Tous began preparations for the community KAP midline survey in Quarter 3.² Data collection, conducted by the local firm LARTES, began in Quarter 4 in all six target regions, reaching 1,450 households from 145 schools in Outcome 3 communities and 750 households from 75 schools in non-Outcome 3 communities. IEF inspectors helped coordinate logistics and liaised with school directors and CGE members to ensure smooth implementation. Lecture Pour Tous will present survey results to both national-level MEN stakeholders and partners in regions, departments and schools at the beginning of Year 4, submitting the final midline report in December 2019.



Photo credit: Lecture Pour Tous

Photo: Parent interview during KAP midline data collection, Ranerou, Matam.

² Parent and community engagement activities have been implemented in select schools in Kaffrine, Kaolack, and Matam for two years; however, Diourbel, Louga, and Saint Louis have only benefitted from this support since Quarter 2 of Year 3.

Update SBCC plan and materials. Consultations with stakeholders across all target regions and departments during Quarter 1 served to validate all SBCC materials and plans for implementation for the duration of the program.

Output 3.2: Community-based early grade reading activities implemented

Conduct comprehensive mapping of new target schools and communities. In Quarter 1, Lecture Pour Tous added 608 additional schools across the regions, bringing the total Outcome 3 cohort to 767 schools. IEF inspectors led the random selection of schools using established criteria, ensuring that each department was proportionally represented. Teams composed of IEF inspectors and Lecture Pour Tous regional staff mapped the target communities, collecting geographic and demographic information, as well as other details such as CGE capacity and local radio coverage. These details informed the SBCC plan and engagement strategy moving forward. The program's regional staff continue to maintain the school database, updating information quarterly and adjusting programming accordingly.

Identify Lecture Pour Tous local community mobilizers (CMs) and local supervisors to implement parent and community engagement activities in target regions. In Quarter 2, Lecture Pour Tous recruited 110 CMs across the six regions to support CGEs in the implementation of parent and community engagement activities. Each CM was responsible for approximately seven schools and was recruited from within the local communities according to specific criteria: ability to speak and write in the local language; understanding of community social norms; experience leading community sensitization activities for both men and women; and ability to write basic activity reports. The program also recruited 22 Supervisors to support CMs in their activities and compile reports for review at the regional level by IEF primary school inspectors and Lecture Pour Tous staff. While CMs were able to successfully deliver home visits and parenting sessions for the duration of Year 3 (Output 3.3), many faced several logistical challenges due to the often-long distances between schools. CGEs increasingly relied on their support to maintain momentum for EGR activities, causing some CMs to abandon their posts because of the increased workload and demands on their time. As we move into Year 4, Lecture Pour Tous will mitigate these challenges by working with each individual CGE to, wherever possible, select a school-based CM who will concentrate solely on that school community.

Conduct program orientation and training-of-trainers for community-based supervisors and mobilizers. In Quarter 2, Lecture Pour Tous supported the MEN to train the full cohort of CMs and supervisors through regional-level trainings. Participants learned how to: effectively use Lecture Pour Tous SBCC materials to lead parenting sessions; safely conduct home visits to families of struggling students; advocate for equitable opportunities for girls and children with disabilities; and monitor and support CGE grant activities. Following the training, participants began implementing these activities at the beginning of Quarter 3.

Reinforce capacity of school-level actors (CGEs and parent associations) to implement and sustain parent and community engagement activities.

In preparation for the administration of community grants, Lecture Pour Tous trained a cadre of 28 master trainers and 123 regional trainers (including representatives from UCGE, community leaders and IEF inspectors) to deliver department-level trainings to CGE members in Quarter 2. These trainings were rolled out to 2,154 participants from 718 CGEs.³ Trainings focused on integrating EGR activities into CGE annual school action plans, or *Plans d'Action Volontaristes* (PAV), and demonstrating how to apply for and manage grant funding under Lecture Pour Tous to fund these activities. CGEs also learned strategies to effectively mobilize parents and community members around EGR activities.



Photo credit: Lecture Pour Tous

Photo: Extra-curricular materials distribution at the IEF in Bambey.

Increase availability of extra-curricular early grade reading material in target schools and communities. Lecture Pour Tous identified a series of appropriate, grade-level illustrated stories, folk tales, and contemporary Senegalese stories to serve as extra-curricular EGR materials for Outcome 3 schools and communities. In Quarter 1, Lecture Pour Tous procured and delivered packages to the first cohort of schools in Kaffrine, Kaolack, and Matam by target language (Wolof, Pulaar, and Seereer). Testimonials from the school directors demonstrate how vital these materials have been in instilling a reading culture within their schools and communities. Through this activity, schools are able to promote reading clubs to reinforce reading skills for children in early grades. To date, over 500 clubs have been formed at the school level, reaching 5,354 girls and boys.

Regions	No. of Reading Clubs	Student Participants		
		Girls	Boys	Total
Diourbel	50	117	36	153
Louga	158	1,432	1,045	2,477
Kaffrine	18	152	115	267
Kaolack	39	255	234	489
Matam	99	217	184	401
Saint Louis	168	1,099	468	1,567
TOTAL	532	3,272	2,082	5,354

Monitor and evaluate first round of 50 community mobilization grantees. Lecture Pour Tous issued community mobilization grants to an initial cohort of 49 CGEs from Kaffrine, Kaolack, and Matam at the end of Year 2. Grant funding was distributed in two phases: a first portion for summer reading camps (Year 2) and a second portion in Quarter 2 to support home visits and other school-based activities. During the first two quarters of Year 3, Lecture Pour Tous and IEF inspectors in these regions closely monitored their implementation, gathering lessons learned for a second round of grants that was launched in Quarter 3. Based on this experience and a need to expedite the overall process, Lecture Pour Tous simplified and streamlined the grant application and selection procedures so that all CGEs would have the chance to benefit.

³ The remaining 49 CGEs received training and grants in Year 2 and were not included in this training cohort.

Select and distribute second round community mobilization grants. With new grant making procedures in place, Lecture Pour Tous issued grants to 710 CGEs. With this round, all Outcome 3 CGEs have access to Lecture Pour Tous community mobilization funds with the exception of three CGEs.⁴ In Quarter 4 of this year, Lecture Pour Tous distributed an initial tranche of funding, focused on establishing summer reading clubs, to ensure the continuity of EGR activities during the school break. Remaining funds will be distributed in Year 4.

Monitor community mobilization grantees. Over the course of Year 3, Lecture Pour Tous supported IEF inspectors and communications officers to regularly monitor CGE grant implementation. In Quarter 4, Lecture Pour Tous held workshops in Kaffrine and Louga to strengthen this collaboration and establish clear roles and responsibilities to guide future CGE monitoring activities. Participants developed a joint supervision tool for field visits, as well as a tool to help guide CGEs to effectively plan future activities. Following these workshops, Lecture Pour Tous noted an increased commitment of IA and IEF stakeholders to regularly monitoring CGE activities.

Implement early grade reading support activities in target communities. EGR support activities are implemented through community mobilization grants (home visits, summer reading clubs, and other promotional events), CMs (parenting dialogues and home visits), and Lecture Pour Tous-supported community forums. All activities take place at the school community-level and are closely monitored by MEN and Lecture Pour Tous staff. Details are described throughout this report under their relevant outputs and activities.

Monitor and supervise community-based activities implemented by Lecture Pour Tous community supervisors and mobilizers. As noted above, Lecture Pour Tous collaborated with IEF communications officers and inspectors to monitor and supervise EGR support activities in target communities. Newly created monitoring and supervision tools, currently being used by inspectors, will help systematize data collection around parent and community engagement activities during regular field visits. This type of supervision has often been neglected in the past, as inspectors tend to focus exclusively on classroom management and pedagogy.

Lecture Pour Tous Community Mobilization Grants – Round 2	
Regions	Number of CGEs
Kaolack	118
Kaffrine	83
Louga	177
Diourbel	105
Saint Louis	156
Matam	71
Total	710



Photo credit: Lecture Pour Tous

Photo: Children at a reading club in Kaffrine.

Output 3.3: At-home support to early grade learners improved

Finalize and support delivery of teacher and school director training module on parent and caregiver engagement. At the beginning of the year, Lecture Pour Tous finalized a training module on parent and caregiver engagement and included it in an in-service training guide that has been rolled out to all teachers and school directors in the six target regions. The module helps prepare participants to effectively engage community members in school activities and proactively discuss student achievement with parents and caregivers.

⁴ Two CGEs do not yet have the legal status to receive donor funds; one CGE was disqualified due to a history of poor fiscal management.

Train and support parents and caregivers to support children in early grade reading.

This year Lecture Pour Tous supported parents through informal school meetings organized by CGE members; interactive parenting sessions; and home visits to families of struggling readers identified by teachers. CGE trainings delivered by the program (under Output 3.2) motivated CGE members to proactively engage parents and other community stakeholders through semi-annual meetings to promote parental support of EGR at home. CGEs in target regions were able to independently convene 1,983 of these meetings over the course of the school year.

The recruitment of 110 CMs played a key role in accelerating the delivery of school-level parent dialogues and home visits. Over 40,500 parents benefitted from parent dialogue sessions, learning positive parenting behaviors and techniques to support their children as they learn to read. CMs used illustrated SBCC materials developed under Output 3.1 to share key messages. Themes included: the importance of reading to future academic achievement; how to use the student workbook at home; how to foster good habits and a conducive reading environment at home; and simple strategies for parents to reinforce reading skills. Participants noted that the comic strip style illustrations were easy to understand and made materials accessible to all parents, including those who are unable to read. This year Lecture Pour Tous distributed 14,278 copies of these materials to parent and school communities (8,798 in Wolof, 3,731 in Pulaar, and 1,749 in Seereer). Finally, 2,412 home visits were conducted by CMs to families of struggling readers. These activities, funded through the first round of community mobilization grants (Output 3.2), provided targeted mentoring to families and helped boost attendance of parenting and dialogue sessions.

Introduce bi-weekly home-school communication tool to monitor student reading achievement.

In Year 3, Lecture Pour Tous piloted a home-school communication tool (see Figure 1), pre-testing it in 22 schools (366 parents) in Kaffrine, Kaolack and Matam in Quarter 2 and then rolling out across all Outcome 3 schools in Quarter 3. Lecture Pour Tous designed the tool to encourage regular communication between parents and teachers and provide simple visual cues to illustrate student progress across a number of pre-reading and reading skills. One teacher from the Thiasky Mbisnabé school in Matam noted the following: “Thanks to Lecture Pour Tous, parents and teachers now have a common framework to discuss a child’s reading level progress.” Given general feedback during this initial rollout, Lecture Pour Tous moved forward with fully evaluating the tool in preparation for a full roll-out in all Lecture Pour Tous schools in the six target regions.

Taking Action: Promoting equal participation of both men and women in parenting sessions and school-based EGR activities

In Year 3, Lecture Pour Tous parent and community engagement activities have been highly attended by the community. However, women participate in higher numbers and more regularly than their male counterparts. For example, records from parenting sessions show 70% participation of women, compared to 30% of men. In Year 4, Lecture Pour Tous will employ the following strategies to encourage male engagement:

- Organize special parenting sessions for men only;
- Promote school-based events in community gathering places frequented by men;
- Identify active fathers to serve as role models and co-lead sessions;
- Adjust timing of activities to accommodate schedules and increase attendance.

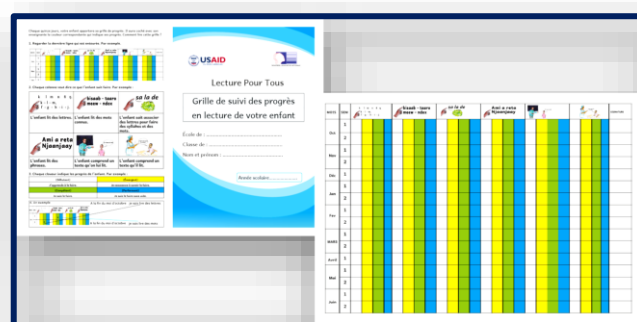


Figure 1. Lecture Pour Tous Home-School Communication Tool

Monitor and evaluate use and effectiveness of home-school communication tool. In Quarter 4, Lecture Pour Tous surveyed a selection of teachers and parents to determine the effectiveness of the home-school communication tool and its level of utilization. Results showed that 85% of surveyed teachers found the tool easy to use. Parents appreciated its simplicity and cited that they now felt more comfortable approaching teachers face-to-face to discuss student progress. Qualitative feedback from both teachers and directors reported an increased presence of parents and caregivers within the school. The program hosted an evaluation workshop in Quarter 4 to review survey results with DEE stakeholders and regional inspectors. A pedagogical team from the DEE will integrate feedback (see textbox) into a final version of the tool for all schools in October 2019.

Key Recommendations for Home-School Communication Tool

In Year 4, Lecture Pour Tous will integrate key recommendations from teachers, parents and MEN officials:

- Align the tool with teacher materials and student assessments developed through Outcome 1;
- Promote use of the tool through regularly scheduled teacher trainings and parent dialogue sessions;
- Modify frequency of use to every two weeks;
- Continue encouraging parents to return the tool to the teacher themselves, therefore encouraging more frequent contact.

Output 3.4: Parent and community monitoring of early grade reading instruction delivery improved

Create Parent and Community Engagement Best Practice Networks at departmental and regional levels. This year Lecture Pour Tous focused efforts on creating Parent and Community Engagement Best Practice Networks at the department levels in order to engage critical actors and share progress on activities taking place in schools and communities and share experiences. IEF communications officers held meetings in each of the 19 departments, bringing together partners within the local municipal government, commune-level education commissions, and key NGO/CBO partners providing education, SBCC, gender and inclusion services in local communities. Networks meet face-to-face on a quarterly basis; many maintain contact and share updates through WhatsApp groups. With IEF best practice networks fully in place, Lecture Pour Tous will move forward with compiling and sharing department-level information at the regional level. In Year 4, Lecture Pour Tous will support IA primary education inspectors to inaugurate regional best practice networks to review program impact and share lessons learned across a broad group of regional partners.

Share lessons learned and best practices through Community Engagement Best Practice Networks at the national, regional and departmental level. As noted in sections above, best practice networks met at the national and departmental levels this year. National members met once at the beginning of the year and provided valuable inputs into the Community Literacy Support Plan. Department-level networks shared their experiences implementing community forums and recruiting and maintaining CMs, key activities for Lecture Pour Tous parent engagement this year.

Support and monitor creation of community-level partnership (local government, private sector, NGOs, etc.) to advance early grade reading achievement. Lecture Pour Tous has approached this activity through the Parent and Community Engagement Best Practice

Addressing Programmatic Challenges through Best Practice Networks

In Louga and Diourbel, department-level networks combined efforts to come up with practical solutions to ongoing problems:

- Leveraging local NGO resources to engage short-term volunteers to fill gaps in CM coverage;
- Developing regional action plans with prominent local networks to reinforce community mobilization (*Agence régionale de Développement-ARD* and *Service départemental d'appui au développement local-SDADL*);
- Creating WhatsApp groups to share best practices and success stories with the IEF communication officer (*chargé de communication*).

Networks, described above, which bring together stakeholders from schools, local government, private sector, and local NGOs and CBOs. This year, these meetings and other program activities have resulted in a series of community-level partnerships that have improved the learning environment for young learners, as well as community members:

- In Saint Louis, network member Xaxatay NGO shared Lecture Pour Tous' reading club model with four non-Outcome 3 schools in the Gandiol department, providing them with access to their library and facilitators. Their staff are also leading dialogues with parents from these schools using project materials, in collaboration with Lecture Pour Tous CMs and supervisors.
- Lecture Pour Tous community forums in Saint Louis inspired a group of graduates from the Moussa Diop school to form an association focused on supporting school-based EGR activities.
- Following a Lecture Pour Tous community forum at a school in Diourbel, parents contributed resources to replace three temporary classrooms with permanent structures.
- Another school in Diourbel used donations from the community to organize literacy classes for parents to help them support children's reading at home. To date, 40 parents have been attending classes twice a week at the school.



Photo: Parent-led construction of classrooms underway at the Madiyana school in Mbacké, Diourbel.

Photo credit: Lecture Pour Tous



Photo: Literacy training for parents, Mbacké, Diourbel

Photo credit: Lecture Pour Tous

Convene community forums to share best practices in parental engagement and results of classroom-based reading assessments. Lecture Pour Tous supported IEF communications officers, primary education inspectors, and CGEs to hold community forums in those Outcome 3 schools who had not yet conducted an initial forum to introduce the program to the community. With the 617 newly added schools to Outcome 3 this year, community forums centered around the following themes: introducing Lecture Pour Tous and MEN priorities for EGR; presenting the central role of CGEs in supporting parent engagement in EGR; demonstrating the roles parents can play in helping children learn to read; and showcasing upcoming EGR activities. In addition to these forums, Lecture Pour Tous grant activities supported 49 schools (Kaffrine, Kaolack and Matam) to hold community forums specifically focused on sharing progress on student EGR performance. Moving forward, all future community forums will serve this function, sharing school-level performance data, as well as finding from Lecture Pour Tous studies, such as the EGRA, Community KAP midline, and Teacher KAP midline.

Evaluation of framework to ensure regularity of EGR instruction in the context of potential strike action. Lecture Pour Tous drafted a framework in collaboration with departmental inspectors and UCGE representatives, introducing it in Outcome 3 schools during Quarter 3 this year. Unfortunately, this did not provide enough time in the school year for CGEs to practice using the framework to ensure regular EGR

instruction during periods of school disruption. Following additional piloting in Quarter 1 in Year 4, the program team will share findings and evaluate the framework during inter-CGE exchanges around best practices in parent and community engagement that will take place over the course of coming year.

Organize exchange opportunities for CGEs to share best practices and challenges around parent and community monitoring in the context of potential strike action. In Quarter 4, Lecture Pour Tous took advantage of the school break to organize 47 meetings between CGEs within each program region. Led by IEF communications officers and inspectors, with the support of Lecture Pour Tous staff, these exchanges provided an opportunity for CGEs to gather together to share their experiences implementing grants, working with CMs, and engaging parents and community members. A total of 908 CGE members participated (including 141 women). The meetings resulted in several partnerships between neighboring CGEs (see textbox) who together developed action plans around specific activities and brainstormed sources of co-financing.

Success Stories: CGE Exchanges

- CGEs in Nioro and Guinguinéo organized conference calls to support each other in activity implementation;
- Three neighboring schools in Matam agreed to combine resources to organize reading clubs;
- In Louga, CGEs in Mbacke Cadior and Touba Roof decided to plan engagement activities together to maximize impact;
- In Saint Louis, one CGE organize a visit to the local mayor's office to promote EGR initiatives in the community and solicit support;
- Twelve CGEs in Diourbel co-organized and financed a training for reading club facilitators with technical support from a Lecture Pour Tous CM and supervisor;
- The Deputy IA from Louga presided over all 11 CGE exchanges in his region, creating monitoring committees to ensure future sustainability.

Organize inter-UCGE exchanges at the national-level to share best practices in effective parent and community engagement. With the focus placed on CGE exchanges in the final quarter of the year, Lecture Pour Tous rescheduled inter-UCGE exchanges for Year 4. This activity will provide an opportunity for UCGEs at the department and regional levels to come together to explore how best to support individual CGEs at the community level.

Conduct workshop to discuss best practices gleaned from implementation of activities and approaches in the Community Literacy Support Plan (CLSP). This activity was originally scheduled for Quarter 4 of Year 3; however, the shift to a CM strategy in the middle of the year and subsequent delays in updating the CLSP meant that documenting best practices was no longer feasible in Year 3. Moving forward, Lecture Pour Tous will change the focus of this activity. Instead of hosting a national-level best practices workshop, Lecture Pour Tous will capture lessons learned and best practices through department-level parent and community engagement network meetings throughout Year 4. The program will then compile these best practices and share them at the national and regional levels at the beginning of Year 5.

3. Outcome 3 Milestones & Deliverables – Year 3

Milestone/Deliverable	Quarter Completed
Output 3.1: Parent and community engagement in EGR improved	
Updated Community Literacy Support Plan (CLSP)	Ongoing updates; to be finalized in Quarter 1 Year 4
Regional parent and community engagement plans finalized	Quarter 1
Updated grassroots SBCC materials and implementation plan	Quarter 1
KAP midline assessment report	Quarter 4: Data collection complete Report rescheduled for Quarter 1 Year 4
Output 3.2: Community-based early grade reading activities implemented	
Community mobilizer and department-level selection and orientation (for all 6 regions)	Quarter 2

Milestone/Deliverable	Quarter Completed
Launch second community mobilization grants cycle	Quarter 3
Extra-curricular EGR materials distributed to target communities	Quarter 1: Distributed in 158 communities (cohort 1); Remaining activities delayed to Quarter 1 Year 4
Community-based events (Quarterly Report)	Quarters 1, 2, 3 and 4
Output 3.3: At-home support to early grade learners improved	
Teacher/director training module on effective parent and caregiver engagement refined and delivered	Quarter 2
Home-school communication tool introduced in Outcome 3 schools	Quarter 3
Training and support to at-home reading activities (Quarterly Report)	Ongoing
Output 3.4: Parent and community monitoring of early grade reading instruction improved	
Regional and departmental Parent and Community Best Practices Networks established	Completed
Community engagement guide for maintaining EGR activities during periods of disruption produced	Quarter 2
Community Organization and capacity building (Quarterly Reports)	Ongoing

C. Challenges

Lecture Pour Tous will continue to monitor challenges faced during Year 3, discussing them in depth both internally and externally with relevant actors. These challenges serve as a chance to discuss the adaptations that were made once new opportunities were identified and the lessons learned for future work. Over the course of the year, Lecture Pour Tous encountered several significant challenges (see below) that required the full attention of the program's senior management, as well as close coordination with USAID.

Cross-Cutting

Monitoring and evaluation. The MEN's student enrollment numbers continued to fluctuate across regions, which required the program team to regularly update its databases in order to properly track indicators and estimate teaching and learning material needs. In addition, the program struggled with the collection of teacher observation and coaching forms completed by inspectors and directors during coaching visits. Lecture Pour Tous will continue to actively address this problem in Year 4. Regarding supervision, the program faced other challenges. Even though the classroom monitoring is a key responsibility of the MEN's decentralized structures, several factors often inhibited supervision from taking place during Year 3: ministry staff are often not sufficient in number to regularly monitor classes; they also juggle competing responsibilities and often lack sufficient transport means. The organization of joint class supervision visits, however, has helped to address this challenge by making logistics more feasible; this strategy will be sustained through the rest of the program.

Central-level coordination. In Year 3, the program encountered challenges holding central-level coordination meetings that convened all relevant department heads and technical counterparts. Since the official overall coordination mechanism for the reading reforms had not been established, the program proceeded to hold separate coordination meetings with the relevant MEN departments to discuss relevant activities and implementation progress; Lecture Pour Tous continues to work with the MEN to encourage centralizing these steering mechanisms.

Outcome 1

Sharing the EGRA and LEMA experiences. Some key progress in our work with ministry partners on evaluation includes the following areas:

- Consensus-building around the methodology of the EGRA and LEMA approaches,
- Adaptation of the tools across and within each language group
- Determining the messages for results presentations at each level of stakeholders

Ministry stakeholders have increasingly taken on a co-facilitation role at each step along the way and remain the central decision-makers at each venue as the final tools and operational manuals and guidelines are adopted for each data collection. However, documenting this process so that all actors within each ministry unit involved are equally informed at each step requires ongoing attention and vigilance so that the process is not only truly owned by all colleagues, but also fully understood so that it can be replicated in the future.

CEI Material Production. A combination of factors, including the limited capacity of local publishers to produce tools that meet the program's technical and pedagogical specifications, as well as the tight timeframe for development of CEI materials, led the MEN and USAID to permit Lecture Pour Tous to proceed with an in-house production of the first batch (Lot A) of CEI materials starting in February 2019. However, in respect of the MEN's adherence to the Senegalese textbook policy, the program proceeded to launch an open bidding process to produce the second batch (Lot B). Unfortunately, this competitive procurement action failed to identify a qualified proposal, requiring Lecture Pour Tous to mobilize its team and internal production contingency plan beginning in June 2019. To overcome such constraints in the future, and to ensure that publishing houses can compete for similar bids for the potential procurement of revised CI, CP, and CEI editions, the program developed a capacity building plan for both publishing houses and the MEN, as discussed above. The five training sessions cover different themes aiming at strengthening a competent human capital amongst the Senegalese publishers.

Slow progression in completing lessons according to teaching guide. As part of joint supervision visits carried out from April to May 2019, teams of inspectors and program staff conducted "rapid tests", composed of EGRA-like subtasks and usually done during coaching sessions, to quickly gauge each class' reading performance. Results of the "rapid tests", which were conducted in a relatively small sampling of schools, and thus do not carry the same weight as the recent EGRA midline results, revealed that only 31% of teachers had passed the 10th week of lessons (normal threshold at the time of the visit); 57% were lagging behind between the 6th and 10th week, and 12% of teachers were extremely behind (less than 6 weeks of progress). In Year 4, the program plans to improve in-service teacher training modules to address the pedagogical gaps perceived during supervision visits, increase stakeholders' application of the supervision plan, and strengthen the coaching component in order to boost students' reading performance.

Outcome 2

Enhancing ownership of communication activity. IA and IEF communication officers' commitment to the program improved this year as could be seen through the many communications activities implemented at regional levels. However, the broad institutional ownership expected for the implementation of regional communication plans is not yet fully effective. The challenge is mainly one of coordination between directorates of IA and IEF and other local actors. The strengthening of the regional coordination, oversight, and monitoring groups will contribute significantly to overcome this challenge. The program plans to assist with transportation support and continued communications technical assistance.

Making teachers mobility work for EGR in national languages. The issue of teacher mobility remains a major challenge for the program. It is essential to not only support the MEN in training teachers to master the

new approach to teaching reading in national languages, but also to develop a sustainable system to ensure teachers stay at their posts for a significant time. The social and political validation of the new procedures proposed to support the needs of the bilingual education reform is well under way, but it is important that the DRH continues this effort to build a broad consensus around the “Rationalization mechanism of teacher mobility” (*Dispositif de rationalisation de la mobilité des enseignants*) by involving teacher unions and parents.

Outcome 3

Community Mobilizer coverage of target Outcome 3 schools. Introducing Community Mobilizers (CMs) at the school-level proved to be a highly successful strategy for ensuring a high level of engagement not only of parents and caregivers, but CGE members as well. Within only a few months of implementation, CGE recognized the added value of having a CM to engage parents and organize community grant activities. However, in Year 3 CMs supported up to seven schools and were only able to visit schools up to two times a month due to long distances. These long distances are due in large part to the random assignment of the 20% school-communities selected to benefit from Outcome 3 interventions, designed this way to be able to test the impact of these interventions. These constraints, coupled by the high demand from CGEs, have created challenges in ensuring consistent, quality support of individual schools, particularly those in hard-to-access areas. In addition, the situation has led to attrition amongst CMs, requiring project staff to devote time and resources to ongoing recruitment and training. To mitigate these challenges and support future sustainability, Lecture Pour Tous will restructure the CM strategy in Year 4, assigning one CM per Outcome 3 school, twinning schools where possible, and convening group parenting sessions led by CMs rather than conducting individual home visits. This will minimize transportation costs and allow CMs to develop closer relationships with target school communities. It will also ensure that CMs fully understand and speak the local language, a challenge that faced some CMs this year. The program also plans to work closely with CGEs throughout Year 4 in preparation of the project phasing out financial support to CMs in Year 5.

Parent-teacher communication. Results from the community KAP baseline study suggest that teachers and parents did not communicate effectively with each other about student performance due to prevailing cultural norms and practices. Changing this practice has proven difficult at the school level. Lecture Pour Tous continues to sensitize teachers and parents on their dual responsibility to bridge the home-school divide. Community forums have been effective in promoting these messages to a broad audience. In addition, the Outcome 3 team piloted an easy-to-use home-school communication tool in target schools. Qualitative feedback from both teachers and directors indicates that regular use of the tool increased the presence of parents and caregivers within the school. Following recommendations from an evaluation workshop, the home-school communication tools will be updated in collaboration with a pedagogical team from the DEE. The program plans to finish integrating suggested changes to the tool in early Year 4 for the 2019-2020 academic year. Lecture Pour Tous will focus on improving parent-teacher communication in the final years of the project, using data from the latest SSME, teacher KAP midline, and community KAP midline to review progress to date and inform future interventions.

Sustainability of Best Practice Networks. Heading into Year 4, the future sustainability of Parent and Community Best Practice Networks (at all levels: national, regional and departmental) presents challenges. Network members and the MEN continue to rely on Lecture Pour Tous to convene network meetings in order to exchange best practices and lessons learned. For the remainder of the project, Lecture Pour Tous will work closely with the MEN to create viable linkages between the networks and MEN structures, such as the Academic Coordination Committee and Technical Committee, in order to pass responsibility over to the MEN.

D. Lessons Learned

The following are key lessons learned during Year 3:

Outcome 1

Distribution of teaching and learning materials. Since Lecture Pour Tous' Year 2 materials distribution contract mandated that the supplier distribute directly to schools which resulted in delays in handling and delivery, in Year 3 the program ensured that IEFs were better empowered and at the helm of the distribution of teaching and learning materials. Instead of having the logistics contractor distribute to the school level, the contractor distributed to IEF level and the school directors came to pick up the materials, and then worked with CGEs to distribute at school level. Lecture Pour Tous quickly learned that the involvement of IAs and IEFs in the teaching and learning materials distribution chain was advantageous and reduced delays. Nevertheless, for Year 4, Lecture Pour Tous will continue to apply lessons learned to continue improving its materials distribution processes. For example, IEFs will be instructed to call directors on a staggered basis to avoid long wait times and will work closely with decentralized school director associations (CODECs) to facilitate smoother distribution operations.

Coaching and Supervision. Lecture Pour Tous has experienced many challenges ensuring adequate quality coaching and supervision. The program also identified that the supervision to be conducted on behalf of program zonal staff and institutional focal points was not sufficient to provide quality oversight. The program identified many different reasons, such as but not limited to lack of proper planning, weak logistics, and complex accessibility of some schools. Moreover, the joint supervision missions of April-May 2019 showed great delays of progression in the CI and CP programs and an insufficient follow-up by coaches. Based upon these lessons learned, Lecture Pour Tous plans to improve coaching and supervision in Year 4. Strategies to improve data collection on coaching include the digitalization of coaching tools for tablet-based coaching sample schools. The Telerivet platform will also help improve coaching by scaling up the "push SMS" system to all the intervention zones as well as testing surveys and quizzes with VPN users in pilot zones. In addition, Lecture Pour Tous plans to vary coaching intervention where CODECs will play an integral role as "super coaches" to building the capacity of directors to provide quality coaching. Furthermore, the program will initiate quarterly joint national and subnational grouped monitoring and supervision missions. Finally, a capacity building plan for program staff and institutional focal points, initiated in Quarter 4, will continue through Quarter 1 of Year 4 to strengthen the competencies they need to build capacity of IA and IEFs, thereby improving proper planning, monitoring, and implementation of coaching activities by inspectors.

Outcome 2

The process of revising student performance standards for reading used in Year 3 included the contribution of teachers in program classes and school principals. Their inputs were critical, and their participation was especially important in the process of identifying tools for implementing performance standards in classrooms and defining quarterly standardized assessments.

The success of activities highly depends on the degree of involvement and accountability of the national stakeholders. For instance, the success of the communication campaign at decentralized levels (IAs, IEFs, and CRFPEs) and of the radio program is to a large extent due to the effective leadership of communication officers (IA, IEF) who have been held accountable from the beginning of the operations.

Outcome 3

Schools, parent and students are best served by dynamic individuals living within their communities. When provided with the proper training and motivation, CMs can revitalize a school community and engage parents in student learning and achievement. However, requiring a CM to serve multiple schools is time consuming and challenging from an operational perspective. Long distances between schools create roadblocks and increase the administrative burden of managing CMs. The increased workload and time this require leads to high CM turnover rate and frustrations in communities. Communities are more likely to independently sustain CM services if they are known individuals in their communities and they do not need to provide transportation. CMs are also more motivated to serve their own communities and often volunteer additional time, working beyond their established mandate.

3. ENVIRONMENTAL COMPLIANCE

As outlined in the Environmental Mitigation & Monitoring Plan (EMMP) approved in April 2017, all planned activities and interventions for Lecture Pour Tous fall under the categorical exclusion category. Any activities that are outside of the scope of activities already planned, as well as grants activities, will be subject to environmental review. This includes the 710 during Year 3 and for which there no unforeseen activities that fell outside of the categorical exclusion took place yet; as such there was no need to screen new interventions or develop activity specific EMMPs. All grants solicitations and awards included environmental compliance language. Each CGE grantee received training regarding the Environmental Review Form and Environmental Review Report (ERF and ERR). Lecture Pour Tous will monitor all interventions for environmental compliance throughout implementation.

4. PARTNERSHIPS AND COLLABORATIVE EFFORTS

A. Government of Senegal:

During Year 3, Lecture Pour Tous continued its efforts to consolidate its partnership with the MEN at both the central and decentralized levels. It is within this framework that the program worked closely with the DEE and relevant MEN structures including INEADE, DALN, DFC, DRH, DPRE, and ID to plan and implement activities at the national level as well as with IA and IEF counterparts. While the DEE provided significant administrative support to Lecture Pour Tous' implementation of flagship activities at the decentralized level, the program also provided technical support to MEN for the implementation of the G2G program in Saint Louis. The program has succeeded in developing fruitful working relationships with government counterparts through collaborative efforts such as technical meetings that have strengthened collaboration and communication on specific programmatic aspects. In addition, Lecture Pour Tous provided material support to the DEE and DALN for the organization of the SNEB and the SNA, respectively, which solidified the program as a reliable partner to the Ministry.

Lecture Pour Tous has further strengthened its strategic partnership with the DEE by engaging in the dialogue on education policy reform. As discussions resumed on the Harmonized Model of Bilingual Education (MOHEBS) policy document, the program provided technical and financial support to the DEE for a policy review workshop held in Saly in July 2019, and the organization of regional consultations from August-September 2019 that led to its political and institutional validation. This assistance has given new impetus to the partnership with the MEN by placing USAID through Lecture Pour Tous at the forefront of implementing partners willing to support the MEN in its initiatives to reform the education system.

At the decentralized level, Lecture Pour Tous deepened its partnerships with IAs and IEFs through its embedded staffing approach which facilitated the implementation of activities in schools and communities. Moreover, the implementation of steering mechanisms at the regional level has made it possible, on the one hand, to strengthen strategic and technical coordination with IAs and IEFs, and on the other hand, to strengthen ties with other education stakeholders, in particular the local authorities (town halls, departmental councils) in the program's intervention regions.

B. Civil Society

Lecture Pour Tous developed partnerships with civil society organizations involved in the promotion of gender equality and social inclusion activities. Thus, as part of its gender and social inclusion strategy, the program organized two workshops in Diourbel and Louga to present the gender plan and its guidance document to civil society organizations, including: *Association Mères d'Elèves* (AME), Women Teachers' Network, and *Forum des Educatrices de l'Afrique de l'Ouest* (FAWE Senegal). The objective of these workshops was to encourage these groups to engage and participate in implementing the gender plan as part of community awareness activities. Regarding social inclusion, Lecture Pour Tous collaborated with the *Institut national d'Education et de Formation des Jeunes Aveugles* (INEFJA) and the *Mouvement Pour le Progrès Social des Aveugles du Sénégal* (MPSAS) to adapt teaching and learning materials in Braille to enable children with visual impairments to benefit from the program's interventions.

In addition, Lecture Pour Tous collaborated with the CGEs as well as with the UCGE, UNAPEES, and *Fédération Nationale des Parents d'Elèves au Sénégal* (FENAPES) to implement grassroots activities that promote EGR in national languages within target communities. The program also worked with community radio stations to raise public awareness and urge parents and community members to take a more active role in their children's education.

C. Private Sector

During Year 3, Lecture Pour Tous finalized a subcontracting arrangement with Sonatel SA (the Senegalese affiliate of the major French telecommunications company, Orange) to provide ICT services to Lecture Pour Tous and MEN-supported teachers, directors and inspectors, community/CGE users, and other resource persons. One of the critical elements of the partnership is a greater than 1:1 match, whereby Sonatel contributes 51 percent of the total value of services for every USAID dollar spent, resulting in discounted commercial rates for program activities under the partnership. In the same cadre of ICT activities during Year 3, Lecture Pour Tous also engaged Telerivet, a US-based company with a mobile messaging platform to be used in conjugation with Sonatel-provided services.

D. Other Development Partners

Lecture Pour Tous established contact with IFEF through the ELAN program in the context of the use of national languages in children's learning. These encounters allowed program leadership and IFEF to agree on the need to develop working relationships to help finalize a quality education model. In the same vein, Lecture Pour Tous explored the possibility of collaborating with Counterpart International in the reading instruction space as part of its "Sukaabe Janngo" (Children of Tomorrow) project in the Saint Louis region. In addition, the program regularly participated in education sector meetings for implementing partners. These meetings offered Lecture Pour Tous the opportunity to help other stakeholders better understand the importance of using national languages in children's learning and improving their school performance.

5. ANALYTICAL WORK, EVALUATIONS, AND ASSESSMENTS

In Year 3, Lecture Pour Tous conducted several studies, including a teacher knowledge, attitudes, and practices (KAP) midline study, a community KAP midline study, and a local monitoring exercise (LEMA/ADSE). Over the coming weeks and months, the ministry and program partners will work in tandem to triangulate data and to discuss and glean lessons from across these midline studies in order to reinforce key elements of the program's model. In addition, results and trends from these studies will be shared at each level of the government's education system, including with parents and communities, and will inform teachers' practice with students and as a result students' success at school in learning to read.

A. Teacher knowledge, attitudes and practices (KAP) baseline

Description

This study aimed to inform the design of program interventions and MEN policy based on evidence of teachers' current knowledge, attitudes and practice as well as to compare teachers' knowledge, attitudes and practice at the outset of the program with any changes to be measured at the midline and endline of the program.

Findings and Application to Improve Project Performance

Findings from the large-scale teacher survey were perhaps more positive than might have been expected from a population of this nature, at program baseline, with high percentages of teachers reporting good or very good knowledge and skills in the teaching of reading. Teachers reported having extensive knowledge and use of techniques in a number of areas associated with reading, such as the explicit "I do, we do, you do" modeling and gradual release approach. However, findings from classroom observations show only a minority of teachers used these techniques. This is to be expected for this baseline study as teachers had not received training on these techniques and may be prone to exaggerating their self-reported knowledge.

Another key finding showed that teachers spend 40% of class time on classroom management, 39% of the time on teaching/learning activities and 21%, or one fifth of the time off-task, which is very high. In addition to time off task, classroom management activities also take a high percent of teachers' teaching time in class. This finding provides essential information for Lecture Pour Tous stakeholders (MEN offices and educators at multiple levels as well as project staff) with a tangible target: to try to increase the time on task – and most importantly, the time on learning – through interventions such as pre- and in-service training, coaching, peer and remote support, effective teaching guides, and MEN policies and directives.

B. Supply Chain Study

Description

This study reviewed the current systems that govern the ecosystem of Senegalese publishing, from the landscape of publishing houses themselves to the interventions of public actors, whether national or local. With a focus on the financial aspect of each link in this book supply chain, the stock taking analysis confirmed that the system of supplying school books in Senegal is undoubtedly one of the most balanced and efficient in Francophone Africa. The system could, however, be improved, particularly in terms of calls for tenders. The study highlights, that Senegal also could improve its planning and structures, such as identifying that the country would benefit from having a multi-annual planning system (covering both the budgetary and editorial aspects) for its school publications. Similarly, if the School 'Textbook' Division of

INEADE appears to be the central structure of the entire supply of teaching and learning materials, it would be useful to strengthen it and expand its functions, both upstream and downstream.

Findings and Application to Improve Project Performance

The study identifies two main challenges:

- The need to consolidate and simplify the national textbook assessment and approval strategy
- The need to strengthen the institutional prerogatives of the School 'Textbook' Division of INEADE in the area of textbook approval

Suggestions to improve program performance:

- Build capacity of INEADE in order to improve methods of evaluation and approval of evidenced-based EGR textbooks and teaching and learning materials
- Work with INEADE and MEN structures involved in the implementation of textbook policy, for a consensual operationalization of the proposal to strengthen the institutional prerogatives of the Division of School Textbooks of INEADE ensuring the sustainability of the achievements from Lecture Pour Tous (including developing technical and pedagogical specifications and evaluation of submissions).

C. EGRA Midline

Description

The midline EGRA study serves as a measure to evaluate the performance of Lecture Pour Tous after two years of implementation. The program was implemented in 2017-18 in four regions (IA) and six regions (IA) in 2018-19. The CP sample was composed of students from all the original four regions where CP the programming was implemented in 2018-19. For this sample, the assessment took place in 217 schools across Fatick, Kaffrine, Kaolack, and Matam. The CI student sample was composed of students from all four regions where the program was implemented in 2017-18 and two additional regions where the program was implemented in 2018-19. For the CI student sample, the assessment took place in 329 schools across Fatick, Kaffrine, Kaolack, and Matam, as well as Diourbel and Louga. The sampling frame was developed to ensure representativeness of CI and CP results to their target population, random selection of schools and students ensure the representativity of the sample.

Findings and Application to Improve Project Performance

- Midline results suggest that students in CI and CP are proficient in most basic EGR skills. They perform well in listening comprehension and letter knowledge. More than 60% of CI students and more than 70% of CP students meet expectations for listening comprehension benchmarks and more than 35% of CI students and 60% of CP students meet expectations for letter knowledge benchmarks. CP students show solid performance on reading familiar words and decoding invented words with more than 35% of the CP students meeting reading familiar words expectations and more than 50% meeting decoding invented words expectations.
- 29% of CP students are now able to read grade-level text, which surpasses the Lecture Pour Tous midline target of 20% for this Activity-level outcome indicator. This represents a 28.7 percentage-point increase from the baseline.
- The average student score for CI oral reading accuracy is 31.5% words read correctly, which surpasses the Lecture Pour Tous midline target of 25% for this outcome-level performance indicator. This also represents a 9.4 percentage-point increase from one year earlier in the EGRA CI 2018 study.
- CI students have yet to master, as could be grade-level appropriate, with other subtasks beyond listening comprehension and letters/graphemes. For CP students, greater proportions of students

meet expectations for reading familiar words and decoding invented words. Reading the connected text passage is still difficult for them. Reading comprehension is still a difficult task for most of the CI and CP students. Only 7% of the CI students are meeting expectations for reading comprehension.

Lecture Pour Tous plans to support the MEN in disseminating these positive results in order to sustain and scale the program's approach beyond the seven target regions. The team will also analyze findings in order to inform the program's implementation and help identify how to anchor lessons learned into the Ministry's major new bilingual curriculum reform.

D. Study on student's mastery of oral vocabulary in French

Description

To help the MEN finalize the Harmonized Model for Bilingual Education (MOHEBS) policy document, Lecture Pour Tous conducted a study on the mastery of oral vocabulary in French among students in the first three grades of primary school. The objective of the study was to determine the most appropriate moment to introduce reading instruction in French (L2) and to make recommendations on how to prepare for the transfer of reading skills acquired in L1 to L2.

Findings and Application to Improve Project Performance

The study results indicate that students' oral vocabulary in French is negligible at the beginning of CI and still very low at the beginning of CP. It is during CI that students' level of oral vocabulary in French increases the most. The student's socio-cultural environment has a positive effect on the level of oral vocabulary in French, especially family practices like reading, speaking and teaching French words. Teacher's current practices had no effect on the acquisition of oral vocabulary in French. There is currently no systematic teaching of oral vocabulary in French in the early grades. Students who participated in Lecture Pour Tous and benefited from a systematic teaching of decoding in L1 in CI had a higher level of decoding in L2 than the students who had not been part of the program.

The study recommends that learning to read in French (L2) should only begin when students have a sufficient level of oral vocabulary in this language: at the beginning of CEI. To prepare for this transfer, teachers should work to improve the mastery of oral vocabulary in French in an intense and systematic way right from the beginning of CI.

The results of the study allowed Lecture Pour Tous to formulate recommendations to support the MEN in updating the harmonized bilingual education model, particularly to determine the appropriate time to introduce L2 (French) in reading instruction.

6. SUPPORTING DOCUMENTATION FOR INFORMATION REPORTED

Supporting Documents for Activity Monitoring, Evaluation, and Learning Plan (AMELP) Reporting

Indicator Number	Indicator Name(s)	Supporting Documents	Storage	Security
------------------	-------------------	----------------------	---------	----------

1	Percent of learners who demonstrate reading fluency and comprehension of grade level text at the end of grade 2 with USG assistance	EGRA	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required)
2	Number of learners reached in reading programs at the primary level with USG assistance	MEN RECORDS	Sheets collected and stored at IEFs; data table in DevResults	Secured in DevResults (access code required)
3	Percent of target schools allocating at least one hour a day to reading instruction (Grades 1-3)	School files documentary evidence	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required)
4	Average oral reading accuracy for first grade students (or the equivalent) after one year of reading instruction in a language they speak and understand	EGRA	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required)
5	Percent of first, second and third grade teachers who apply the techniques and methods of evidence-based early grade reading instruction	Classroom observation tool	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required)
6	Number of primary (secondary) textbooks and other teaching and learning materials (TLM) provided with USG assistance	Project records	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required)
7	Percent of classrooms in which the students are using evidence-based early grade reading materials provided with program support	Inspector records from classroom observation grid	Direct entry in DevResults	Secured in DevResults (access code required)
8	Number of primary or secondary educators who complete professional development activities with USG assistance	Training participant records	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required)
9	Percent of early grade teachers who report receiving adequate coaching and supervision for the implementation of evidence-based early grade reading approach	Project records and mobile platform	Data table in DevResults	Secured in DevResults (access code required)
10	Number of education administrators and officials who complete professional development activities with USG assistance	Training reports; lists of attendance	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required)
11	Ratio of targeted departments using Local Education Management Approach (LEMA) for assessing school status of early grade reading performance	<i>Inspection de l'Education et de la Formation</i> (IEF) records	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required)
12	Number of institutions that meet or exceed acceptable standard of capacity to deliver early grade reading instruction	Organizational Capacity Assessment reports	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required)
13	Percent of targeted MEN directorates, chefs de divisions, and regional key staff surveyed demonstrating awareness and understanding of key themes related to early grade reading and the national reading program	Ministry KAP survey results	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required)

14	Number of sets of early grade reading performance standards developed or validated with Activity support	MEN records	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required)
15	Number of Senegalese government personnel (e.g. training instructors, inspectors, school directors, teachers) provided with information on student and teacher performance standards	Attendance lists from trainings/ meetings during which the new standard frameworks are presented	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required)
16	Number of laws, policies, regulations, or guidelines developed or modified to support evidence-based early grade reading instruction	Senegalese government records	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required)
17	Number of targeted MEN structures showing improvement of essential functions related to early grade reading	Performance monitoring reports for each targeted structure	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required)
18	Number of parent teacher associations (PTAs) or community governance structures engaged in primary or secondary education supported with USG assistance	Project records	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required)
19	Percent of households assisted where early grade children are regularly engaged in reading activities	Community KAP survey results	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required); shared with stakeholders
20	Number of community-based events held to increase students' engagement in and enjoyment of reading	Sub-grantee records, CGE reports	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required)
21	Percent of households assisted where parents or other caretakers complete home-school bridging activities in reading with their children according to the scheduled curriculum	Community KAP survey results	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required); shared with stakeholders.
22	Number of community forums held to monitor early grade reading instruction delivery	Sub-contractor reports and project records	Project filing cabinets; data table in DevResults	Filing cabinets locked with keys; data secured in DevResults (access code required).

Supporting Documents for Other Information Reported

Deliverables and other reports related to each of the milestones have been submitted with each of the Quarterly Reports. They can be found in our project files and on the Development Experience Clearinghouse (DEC) as appropriate.

7. SUSTAINABILITY AND SCALABILITY OF CORE INTERVENTIONS

Cross-Cutting

Bilingual education policy. As mentioned above, Lecture Pour Tous provided technical and financial support to the MEN in Year 3 to advance its Harmonized Model of Bilingual Education (MOHEBS). The program's support was strategic in that it helped the MEN stabilize these important reforms while reinforcing EGR outcomes. Moving forward, Lecture Pour Tous hopes to work with the MEN and other partners to promote a combined effort of all actors to conduct a high-level advocacy for political commitment to institutionalize bilingual education through an effective national reading program.

Steering mechanisms. One key cross-cutting aspect of sustainability is the establishment of steering mechanisms at the decentralized level. These have helped promote ministry ownership of Lecture Pour Tous activities within all target IAs and IEFs. The coordination mechanisms functioned effectively in Year 3 through technical committees which allowed IAs and IEFs to integrate program activities into their regular work planning. This has increased the sustainability of the program's model within intervention departments as well as in schools and communities.

Outcome 1

Pre-service training. Lecture Pour Tous' work with the DFC and FAFSTEF to identify entry points in the pre-service training frameworks as well as piloting the pre-service training modules on the EGR approach to learning to read in national languages is one of the most important anchor points for ensuring sustainability and scalability of core interventions. By the end of Year 4, Lecture Pour Tous will have key lessons learned from the piloting to support policy discussions on how better to align preservice training frameworks with the bilingual policy reform taking place. Throughout the coming year, the program will strive to ensure continued quality implementation of the pilot in the limited sites and to conduct a detailed formative evaluation throughout the piloting process in order to build upon the best practices and promote the best methods for institutionalization in the future.

LEMA. The scaling up of LEMA is also an important anchor to ensure fidelity of implementation and to support IEFs and IAs in informed decision making. While there are still capacity building initiatives needed to enable these decentralized structures to have more autonomy in the data analysis processes, Lecture Pour Tous is working closely with MEN at multiple levels to ensure feasibility and scalability.

Outcome 2

Policy support to set the conditions for sustainability and scale-up. Throughout Year 3, Lecture Pour Tous put an emphasis on supporting the MEN in policy work related to its reading and bilingual education reforms. Building on the program's research findings and lessons learned during implementation, our team worked with DEE, INEADE, and DRH on various policy documents, such as decrees to adopt specific timetables to dedicate an adequate amount of time to reading instruction in national languages; revised procedures of teacher mobility; guidelines on how to choose national languages at school level; and guidelines to integrate modules specific to EGR instruction into pre-service teacher training. These efforts have helped the MEN make additional progress towards sustaining Lecture Pour Tous interventions.

"Faire ensemble" to create ownership and leadership by the MEN. Lecture Pour Tous used its "façons ensemble" approach on an every-day basis, working with and through our counterparts in the DEE, DFC, INEADE and DRH to maximize government ownership and leadership. For example, in addition to the

mass communication work conducted in Lecture Pour Tous' six intervention regions, the DFC is leading, with program support, the implementation of a communication plan for the G2G component in Saint-Louis.

Outcome 3

CGEs sustaining parent and community engagement activities. This year Lecture Pour Tous documented promising practices amongst its first cohort of CGE grantees that demonstrate they have the capacity to sustain certain parent and community engagement activities independently. For example, the CGE from the Daga Daour school in Kaolack, a first cohort grantee, was able to organize reading clubs without project support in Year 3. In addition, CGE members from this school independently visited eight neighboring schools receiving the second round of community grants to help them establish their own reading clubs. The program plans to continue supporting CGEs, so they are able to take on more activities such as community forums and other parent/community engagement sessions.

ANNEX A. PUBLIC SUMMARY IN FRENCH

Please see separate file attached.

ANNEX B.AGGREGATE OUTCOMES AND RESULTS (MILESTONES AND DELIVERABLES) SINCE INCEPTION

Project Year I

Milestone / Deliverable	Date
Output 1.1: Evidence-Based Early Reading Materials in Senegalese languages are Provided	
Core curricular model and technical specifications complete	May 2017 (completed in June 2017)
Output 1.2: Teachers' Skills in Evidence-Based Early Grade Reading Instruction Improved	
Develop a comprehensive approach for design and delivery of a training plan for trainers, teachers, supervisors and coaches	May 2017
Output 1.3: Coaching and Supervision of Early Grade Reading Instruction Improved	
Revise existing training modules and tools on coaching	May 2017
Output 1.4: Early Grade Reading Assessment Improved	
Updating and creation of assessment tools	April 2017
Technical assistance to INEADE/MEN for assessment administration	Ongoing (EGRA technical assistance conducted)
Output 2.1: Coordination and Communication about Early Grade Reading Increased	
Communications strategy	Approved by USAID in July 2017
Creation of the 6 sub-committees	July 2017
Output 2.3: Research on Early Grade Reading in Senegal Produces and Disseminated³	
Validation of annual research agenda	April 2017
Output 2.4: Policies in Support of Evidence-Based Reading Instruction Implemented	
Support to the MEN for developing or updating key policies	May 2017 (submitted - Oct 2017)
Draft policy guidelines on time dedicated in the school day to reading in national languages	September 2017
Output 2.5: Ministry of Education Staff's Performance of Essential Functions Improved	
Support to the MEN for targeted capacity building to improve early grade reading service delivery	Ongoing
Outcome 3 cross-cutting	
Request for Proposals (RFP) document for NGO partners developed and	May 2017
NGO subcontract procedural manual developed and finalized	July 2017
NGO orientation plan and materials finalized	July 2017 (On going)
Report on local NGO selection process and results (Result 3)	August 2017 (in process, not completed)
Output 3.1: Parent and Community Demand for High-Quality Early Grade Reading Instruction Increased	
Grassroots SBCC plan finalized	July 2017
Grassroots SBCC materials available	September 2017
Social and behavior change communication (SBCC) campaign (community level - begins)	September 2017
Output 3.2: Community-Based Early Grade Reading Activities Implemented	
Community-based events (begin)	April 2017
Request for Applications/selection criteria established for small grants program in support of <i>contrat de qualité</i> (CAQ) school-community action plans for reading	May 2017 (Postponed to December 2017)

Collect applications for community mobilization proposals to be funded through small grants (sub-grant) to CAQs	September 2017 (January 2018)
Early grade reading materials distribution plan	September 2017 (November 2017)
Output 3.3: At-Home Support to Early Grade Learners Improved	
Home-school communication materials adapted and developed	August 2017
Parent/caregiver training plan and tools finalized	August 2017
Training and support to at-home reading activities (begins)	September 2017 (Postponed to Jan. 2018)
Output 3.4 Parent and Community Monitoring of Early Grade Reading Instruction Delivery Improved	
Community organization and capacity building (for monitoring) (begins)	July 2017
Technical and Work Plans, Periodic and Other Reports	
Training Plan	May 26, 2017
Research Plan	January 28, 2017
Community Literacy Support Plan	May 26, 2017
Community Mobilization Grants Program Manual	May 26, 2017
Annual Work Plan	January 28, 2017
Activity Monitoring and Evaluation Plan	January 24, 2017
Environmental Mitigation and Management Plan	January 24, 2017
Gender Plan	May 26, 2017
Quarterly Performance Report-QR 1, QR 2, and Q3	January 31, 2017, April 30, 2017, July 2017

Project Year 2

Milestone/Deliverable	Quarter Completed
Outcome 1: Early Grade Reading Instruction in Primary Schools and Daaras Improved	
Output 1.1 Evidence-based early grade reading materials in Senegalese languages provided	
Materials for students in public schools and daaras (CI, Cohort 1- first edition)	Quarter 1
Materials for teachers in public schools and daaras (CI, Cohort 1- first edition)	Quarter 1
Printing and distribution of student and teacher materials to public schools and daaras (Report)	Quarter 4
Validated technical and pedagogical specifications for CI and CP materials to be developed for 2018-2019	Quarter 2
Materials for students in public schools and daaras (CI, second edition)	Quarter 4
Materials for teachers in public schools and daaras (CI, second edition)	Quarter 4
Materials for students in public schools and daaras (CP, first edition)	Quarter 4
Materials for teachers in public schools and daaras (CP, first edition)	Quarter 4
Output 1.2 Teachers' skills in evidence-based early grade reading instruction improved	
Training materials for training of trainers and teachers (Cohort 1, round two)	Quarter 1
Training of trainers- Cohort 1, round two	Quarter 2
Training of trainers- Cohort 2, round one	Rescheduled for Quarter 1, Year 3
Training of teachers and school directors in public schools and daaras (round one and two)	Quarters 1 and 2
Printing and distribution of training materials for teacher training (Reports, for October and January trainings)	Activity completed. Report forthcoming (Quarter 1, Year 3)
Output 1.3 Coaching and supervision of early grade reading instruction improved	
Training materials and tools for (master) trainers, coaching and supervision (Cohort 1, rounds one and two)	Quarter 1 and 2
Training of (master) trainers and coaches - Cohort 1, round one	Quarter 1

Training of (master) trainers and coaches- Cohort I, round two	Quarter 2
Technical assistance for coaching & supervision	Completed for Y2, Quarters 2-3
Printing and distribution of training materials for coaching and supervision (Report)	Activity completed. Report forthcoming (Quarter 1, Year 3)
Output 1.4 Early grade reading assessment improved	
Updating and creation of assessment tools (for both LEMA and EGRA Lite)	Quarter 2
Technical assistance to INEADE/MEN for assessment administration (both LEMA and EGRA Lite)	Quarter 3
Outcome 2: Delivery Systems for Early Grade Reading Instruction Improved	
Output 2.1 Coordination and communication about early grade reading Increased	
Launch of external mass communications on the National Reading Program	Rescheduled for Quarter 1, Year 3
Output 2.2: National standards for early grade reading adopted and applied	
Support to the development of national standards for early grade reading (progress report)	Quarter 1
Draft student reading performance standards	Quarter 1
Roadmap to field test, finalize and validate student performance standards and develop teacher performance standards	Quarter 1
Output 2.3: Research on early grade reading in Senegal produced and disseminated	
Report(s) on teacher attitudes, practices, and skills in early grade reading (Baseline Report)	Activity completed. Report forthcoming (Quarter 1, Year 3)
Mapping of the 'language in common' of students and teachers in grades one to three (Reports)	Quarter 3
Study of teacher mobility in the primary grades (Report)	Quarter 1
Study of students' actual oral vocabulary mastery in French at school entry and in the early grades, as well as teachers' mastery of French and the relevant Senegalese language(s) (Report)	Rescheduled for Quarter 2, Year 3
Output 2.4: Policies in support of evidence-based reading instruction implemented	
Support to the MEN for developing or updating key policies in support of early grade reading	Ongoing
Initial regulatory measures that specify the number of hours in the academic timetable allocated to early grade reading	Quarter 1
Regulatory measures to formalize a system for coaching and supervising teachers	Rescheduled for Year 3
CRFPE amendment/official guidelines	Rescheduled for Quarter 1, Year 3
Regulatory measures to manage teacher mobility	Quarter 4
Output 2.5: Ministry of Education staff's performance of essential functions improved	
Support to the MEN for targeted capacity building to improve early grade reading service delivery	Ongoing
Capacity Building Plan and Capacity Assessment Tools (including updates to tools)	Ongoing
Performance Improvement Plans for first cohort of priority units, incorporating the latest validated versions of the respective roles and responsibilities and key performance indicators of the units concerned	Quarter 2
Summary report following annual evaluation of the performance improvement plans for the first targeted units	Rescheduled for Quarter 1, Year 3
Outcome 3: Parent and Community Engagement in Early Grade Reading Improved	
Crosscutting activities	
Local NGO subcontractor selection and orientation for Kaffrine, Kaolack and Matam	Quarter 3 (Replaced with community mobilizer activity)
Community Knowledge, Attitudes and Practices (KAP) baseline study report	Quarter 1

Local NGO subcontractor selection and orientation for Diourbel, Louga and St. Louis	Quarter 4 (Replaced with community mobilizer activity)
Regional parent and community engagement action plan finalized	Quarter 2/Quarter 4
Output 3.1: Parent and community demand for high-quality early grade reading instruction increased	
Community-Level Social Behavior Change Communication (SBCC) plan and materials finalized	Quarter 1
Social and behavior change communications (SBCC) campaign (SBCC Campaign, noted in Quarterly Report)	Ongoing
Output 3.2: Community-based early grade reading activities implemented	
Launch grants program with selection of first awardees	Quarter 2
Extra-curricular EGR materials distributed to first target communities	Quarter 2
Community-based events (Quarterly Report)	Ongoing (beginning in Quarter 1)
Output 3.3: At-home support to early grade learners improved	
Teacher/director training module on effective parent and community engagement finalized	Quarter 1
Tool for home-school communication finalized	Quarter 3
Training and support to at-home reading activities (Quarterly Report)	Ongoing
Output 3.4: Parent and community monitoring of early grade reading instruction improved	
Community engagement guide for maintaining EGR activities during periods of disruption produced	Quarter 2
Community organization and capacity building (Quarterly Report)	Ongoing

Project Year 3

Milestone/Deliverable	Quarter Completed
Output 1.1: Evidence-based early grade reading materials in Senegalese languages provided	
Materials for students in public schools and daaras (CI, Cohorts 1 and 2; CP, Cohort 1)	Quarter 1
Materials for teachers in public schools and daaras (CI, Cohorts 1 and 2; CP, Cohort 1)	Quarter 1
Printing and distribution of student and teacher materials to public schools and daaras (report)	Quarters 1 and 2
Validated technical and pedagogical specifications for CEI materials to be developed for 2019-2020	Quarter 2
Finalizing the report and dissemination of findings on the study to improve the textbook supply chain	Quarter 2
In-house development of the CEI teacher's guide, student textbook & student take-home book	Quarter 2, 3, and 4
Capacity Building Plan for Publishing Houses (finalized plan)	Quarter 3
Output 1.2: Teachers' skills in evidence-based early grade reading instruction improved	
Training materials for training of trainers and teachers	Quarters 1, 2 and 4
Training of trainers (noted in Quarterly Report)	Quarters 2 and 4
Training of teachers and school directors in public schools and daaras (noted in Quarterly Report)	Quarters 1, 2 and 3
Printing and distribution of training materials for teacher training (Reports, for October and March trainings)	Quarters 2 and 3
Development of pre-service teacher-training modules on early grade reading instruction for CI and CP	Quarter 2

Piloting the pre-service teacher training module in the CRFPEs of Kaolack, Louga, and Saint Louis	Quarters 2, 3, and 4 (ongoing)
Output 1.3: Coaching and supervision of early grade reading instruction improved	
Training materials and tools for (master) trainers, coaching and supervision	Quarter 1 and 4
Training of (master) trainers and coaches (noted in Quarterly Report)	Quarters 1, 2, and 3
Technical assistance for coaching and supervision (noted in Quarterly Report)	Quarters 1, 2 and 3
Printing and distribution of training materials for coaching and supervision (Report)	Quarters 1 and 2
Preparation for and implementation of pilot of SMS push messages and VPN "flotte lecture" network	Quarters 1, 2, and 3
Development of audio and video supports to use for in-service and pre-service trainings and CAPs	Quarters 2 and 3
Preparation for alternative ICT platform (Telerivet)	Quarters 3 and 4
Output 1.4: Early grade reading assessment improved	
Updating of assessment tools (for both LEMA and EGRA midline)	Quarter 2
Technical assistance to INEADE/MEN for assessment administration (both LEMA and EGRA midline) (noted in Quarterly Reports)	Quarters 3 and 4

Milestone/Deliverable	Quarter Completed
Output 2.1: Coordination and communication about early grade reading increased	
Midline Ministry KAP study	Quarter 4
Output 2.2 National standards for early grade reading adopted and applied	
Updated draft student performance benchmarks for CI	Quarter 2
Output 2.3 Research on early grade reading in Senegal produced and disseminated	
Study on teachers' knowledge, attitudes, practices and skills in early grade reading instruction (midline)	Quarter 4
Mapping of students' dominant language/national language of instruction chosen by communities for any new schools introduced in 2019-2020	Quarter 3
Study of students' actual oral vocabulary mastery in French at school entry and in the early grades, as well as teachers' mastery of French and the relevant Senegalese language(s)	Quarter 3
Output 2.4: Policies in support of evidence-based reading instruction implemented	
Guidelines on the choice of the language to be used for teaching early grade reading	Quarter 3
Administrative Note on the National Reading Framework	Quarter 3
Output 2.5: Ministry of education staff's performance of essential functions improved	
Performance improvement plans for Cohort 1	Quarter 1
Support to the MOE for targeted capacity building to improve early grade reading service delivery	All quarters (ongoing)
Capacity Building Plan (updated Priority Actions Plan for Performance Improvement for Sustainability and Scaling)	Quarter 4 (ongoing with additional updates)

Milestone/Deliverable	Quarter Completed
Output 3.1: Parent and community engagement in EGR improved	
Updated Community Literacy Support Plan (CLSP)	Ongoing updates; to be finalized in Quarter 1, Year 4
Regional parent and community engagement plans finalized	Quarter 1
Updated grassroots SBCC materials and implementation plan	Quarter 1
KAP midline assessment report	Quarter 4: Data collection complete; report rescheduled for Quarter 1, Year 4
Output 3.2: Community-based early grade reading activities implemented	
Community mobilizer and department-level selection and orientation (for all 6 regions)	Quarter 2

Launch second community mobilization grants cycle	Quarter 3
Extra-curricular EGR materials distributed to target communities	Quarter 1: Distributed in 158 communities (cohort 1); remaining activities delayed to Quarter 1 Year 4
Community-based events (Quarterly Report)	Quarters 1, 2, 3 and 4
Output 3.3: At-home support to early grade learners improved	
Teacher/director training module on effective parent and caregiver engagement refined and delivered	Quarter 2
Home-school communication tool introduced in Outcome 3 schools	Quarter 3
Training and support to at-home reading activities	Quarters 1, 2, 3 and 4
Output 3.4: Parent and community monitoring of early grade reading instruction improved	
Regional and departmental Parent and Community Best Practices Networks established	Quarter 3
Community engagement guide for maintaining EGR activities during periods of disruption produced	Quarter 2
Community organization and capacity building (Quarterly Reports)	Quarters 1, 2, 3 and 4

ANNEX C. TECHNICAL REPORTS AND REFERENCES

Please see separate file attached.